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# SUMMER SCHOOL OF SOUTH 1904

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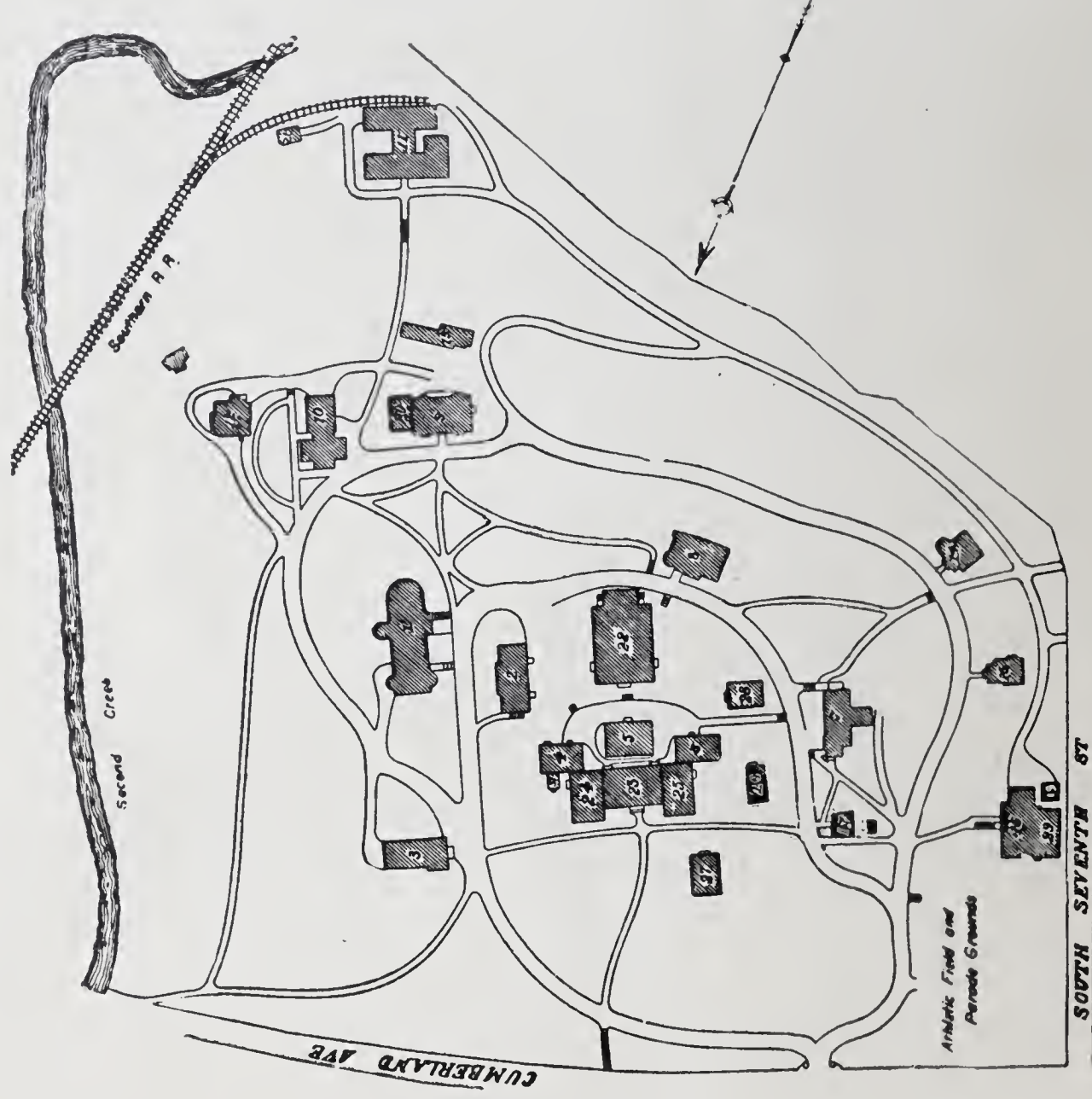
UNIVERSITY OF TENNESSEE  
RECORD

Vol. 7

No. 4



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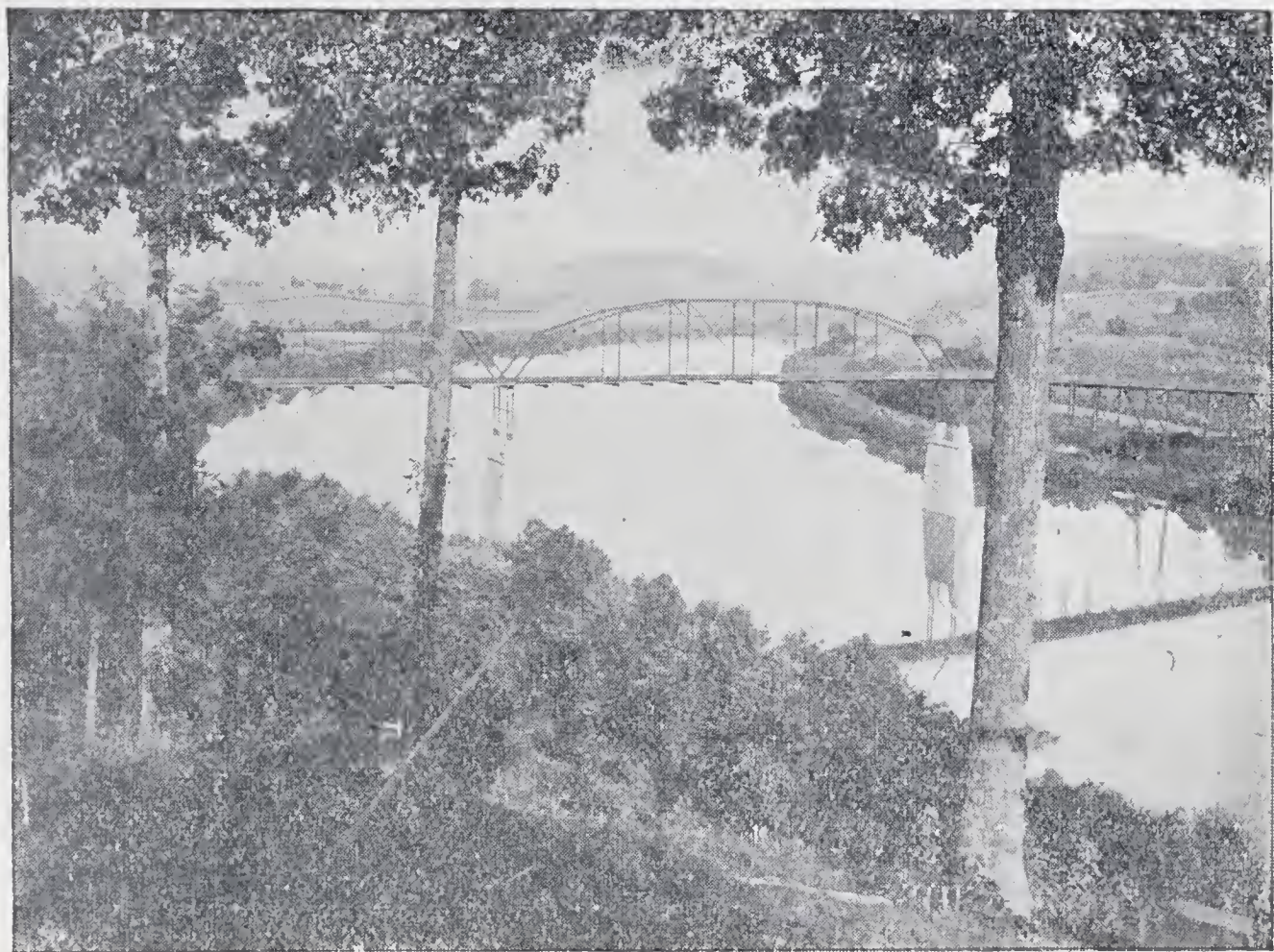
- 12 President's house
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PLAN OF THE GROUNDS OF THE UNIVERSITY OF TENNESSEE



## Campus of the University.

THE many people who annually visit Knoxville in search of pleasure or health carry away with them the impression of a town most attractively situated in the mountains of East Tennessee. This town, not being a slave to classical tradition, has seized the opportunity of spreading over more than twice seven hills, thus securing within her limits many beautiful and commanding building sites. In the western part of the city, on one of the highest of her hills, overlooking the Tennessee river, stand the numerous buildings of the University of Tennessee. These build-



TENNESSEE RIVER. UNIVERSITY FARM TO THE RIGHT

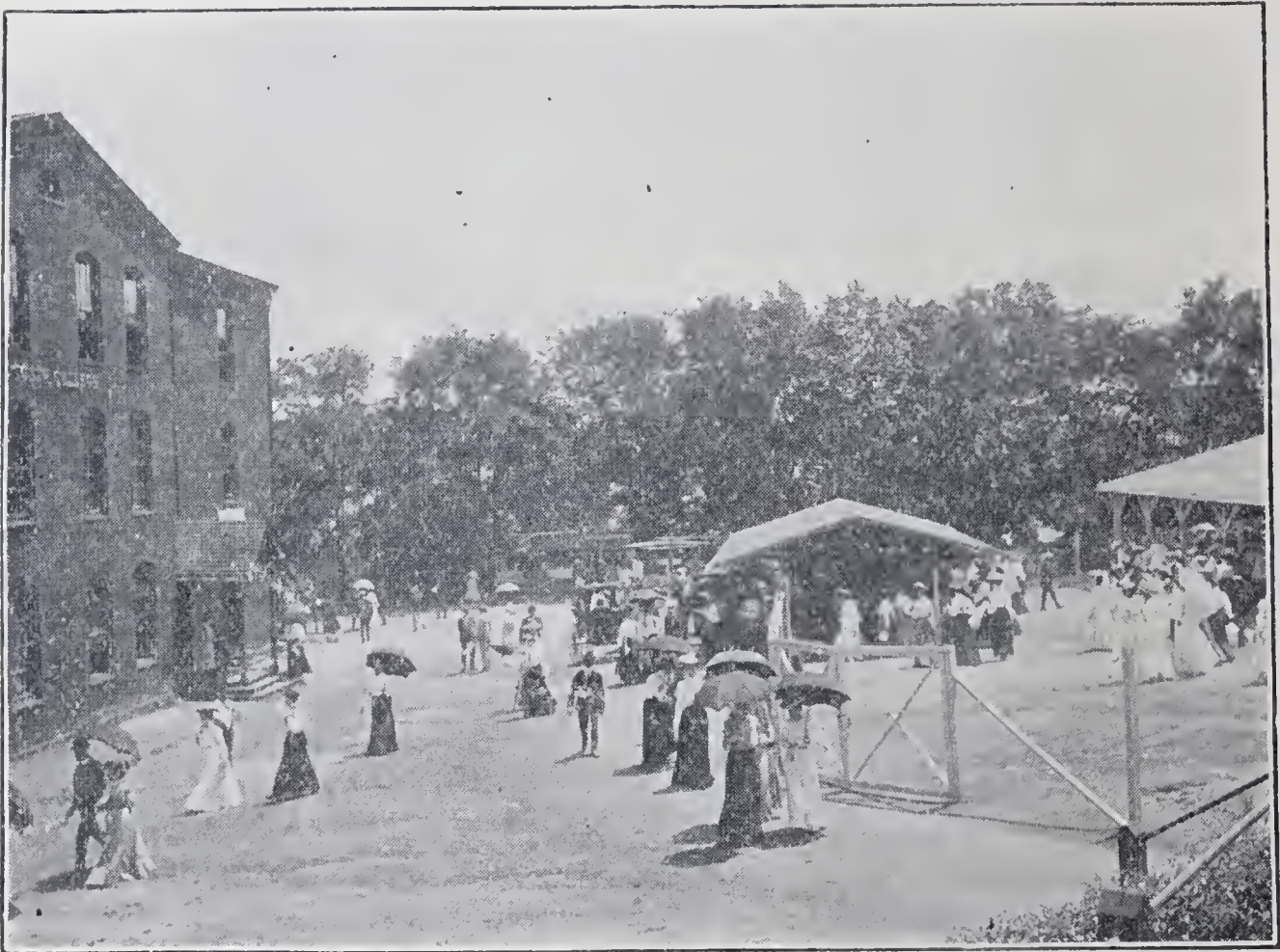
ings — eighteen in all — together with handsome drives and ornamental trees, make of University Hill a very popular show place of the town.

If it is in June that the visitor first makes acquaintance with the University campus, he will say to himself that in the whole country there is none, no, not one, prettier. This stranger, if he is wise, will make his approach from Main avenue, from which he will get a fine view of this noble eminence.

Descending this street to the foot of the hill he begins the ascent on Cumberland avenue, which limits the campus on the north. There rises now on his left the closely, almost densely shaded, campus of the University. Let him, however, not put foot upon this alluring domain until he has walked nearly the entire length of the grounds, up the sloping walk, shaded by maples, which conducts him to the wide entrance with its marble pillars.



A nice graveled drive begins here to wind spiral-like up the hill, making for our pedestrian a cool and inviting walk. At the gate, he must decide whether he will turn to the right or to the left. Both ways lead, however, to the University; and he may this time take the left, which is the easier way and, at this season, the most beautifully shaded. The road ascends gradually under overhanging elms until it comes to Humes Hall, a handsome brick, stone-trimmed dormitory, named for President Humes, who re-established the University after the war. Taking the right here, one ascends between South College and the splendid new building, Science Hall, the chief pride of the University. This contains the auditorium, the



ENTRANCE TO JEFFERSON HALL.

laboratories of chemistry, physics, civil engineering, drawing, and the library.

Our pedestrian has now reached the top of the Hill and, if he has a soul for scenery, he will find himself stopping here at a point in front of these two buildings, for a long and deep look at the magnificent landscape spread about him. On the opposite bank of the river the hills rise steep and well defined, and back of these may be seen the Smoky mountains, famous in story as in science, with the great Thunderhead, the central figure of this family of giants. It is, indeed, with an effort that the lingering gaze is at last drawn from those majestic mountains and these nearby hills, where nature has been so prodigal of her beauty, to the cottages on the opposite side of the river, the beautiful bridges spanning it, and, finally, the University campus and buildings on this side.



Beginning at the foot of the hill is Estabrook Hall, the mechanical and engineering department; while immediately in front is Barbara Blount Hall. This building occupies a most desirable site and commands a superb view of the river and mountains. To the left of this building, covered with beautiful vines, is Morrill Hall, the agricultural building, and just to the left again is the President's house, a pretty two-story cottage.

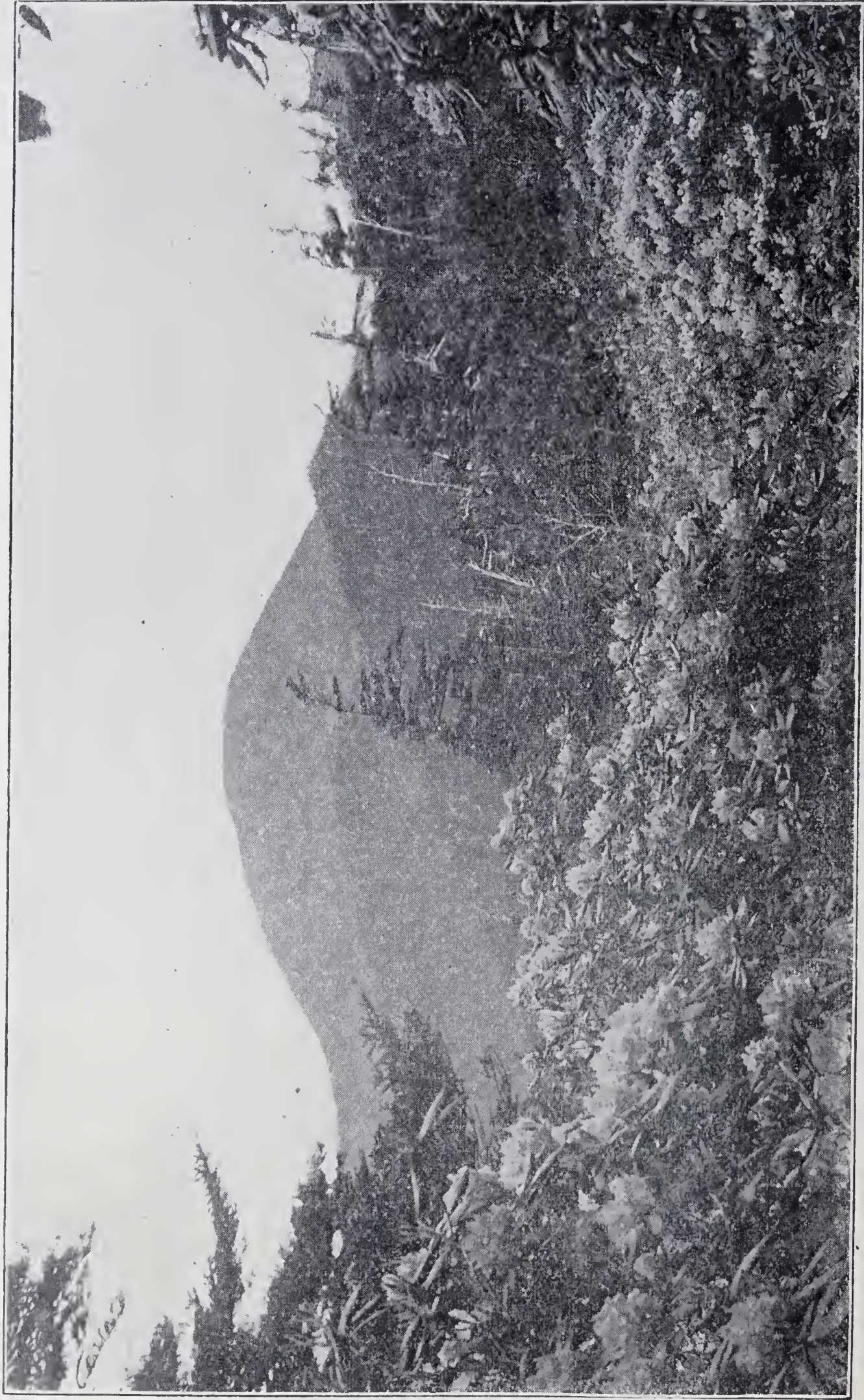
Having enjoyed this splendid view and learned the names and uses of the buildings immediately to the south, the visitor will now turn to the northwest and continue his walk around the hill. On his right appear first the quaint old buildings, erected in the twenties and thirties, known as Old



MORRILL HALL AND BARBARA BLOUNT HALL

College, East College and West College. They stand upon the very top of the hill and, wrapped in ivy, as they are, making a fitting crown for this academic hill. In front of them is Jefferson Hall, the chief auditorium, and, in the rear, Ogden Hall, for exhibits. Opposite these buildings on the drive is the beautiful little building of the Young Men's Christian Association. It contains the office, parlor, hall, gymnasium and library of this very popular and helpful association. To the west on the same drive is Reese Hall, another dormitory, and just north of it is a fraternity house. Below these at the bottom of the hill is a large red brick building, the Young Men's Boarding club. Continuing down the hill on the west side, as he ascended it on the east, he sees the drill and parade ground, which is overhung by a terrace and seats for spectators, and so comes back to the gate from which he started.





MOUNTAINS AND RHODODENDRONS



# UNIVERSITY OF TENNESSEE RECORD

APRIL, 1904

## SUMMER SCHOOL OF THE SOUTH

### GENERAL STATEMENT

The Summer School of the South will hold its third session at the University of Tennessee the six weeks beginning June 28 and ending August 5, 1904.

This school was established in response to a demand from the progressive teachers of the South for a summer school of high grade at some accessible central point with a good summer climate and attractive surroundings and where good board and comfortable lodgings for large numbers of people could be had at reasonable prices. The unprecedented success of the first two sessions shows that Knoxville is the right place for the school and that the plan of organization is correct. At each session more than two thousand students were present. More than thirty states were represented, including all the Southern states. Among the students were teachers of all grades—kindergartners, teachers of rural public schools, grade teachers and department supervisors in city schools, city and county superintendents, principals and teachers of high schools and academies, college professors; and all found work adapted to their special wants, and general lectures and entertainments attractive and stimulating to all. The presence in one school of so large a number of earnest men and women of scholarship and culture, representing all phases of our educational life, gives this school a superior social value. Nowhere else have so many southern teachers ever met to work together and to learn to know each other.

### ORGANIZATION

To meet the various demands of teachers of all grades and subjects, a very large faculty of expert teachers has been formed and a large number of courses is offered. Teachers may select such groups of subjects as they like, but are advised not to attempt more than can be done in three or four periods a day. It is better to do a small amount of work well than to attempt too much.

The work of the school is, for convenience, grouped under the following heads:

I Kindergarten

II Methods in primary and intermediate grades

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Published bi-monthly by the University of Tennessee, and entered at the post office at Knoxville as second class mail matter.

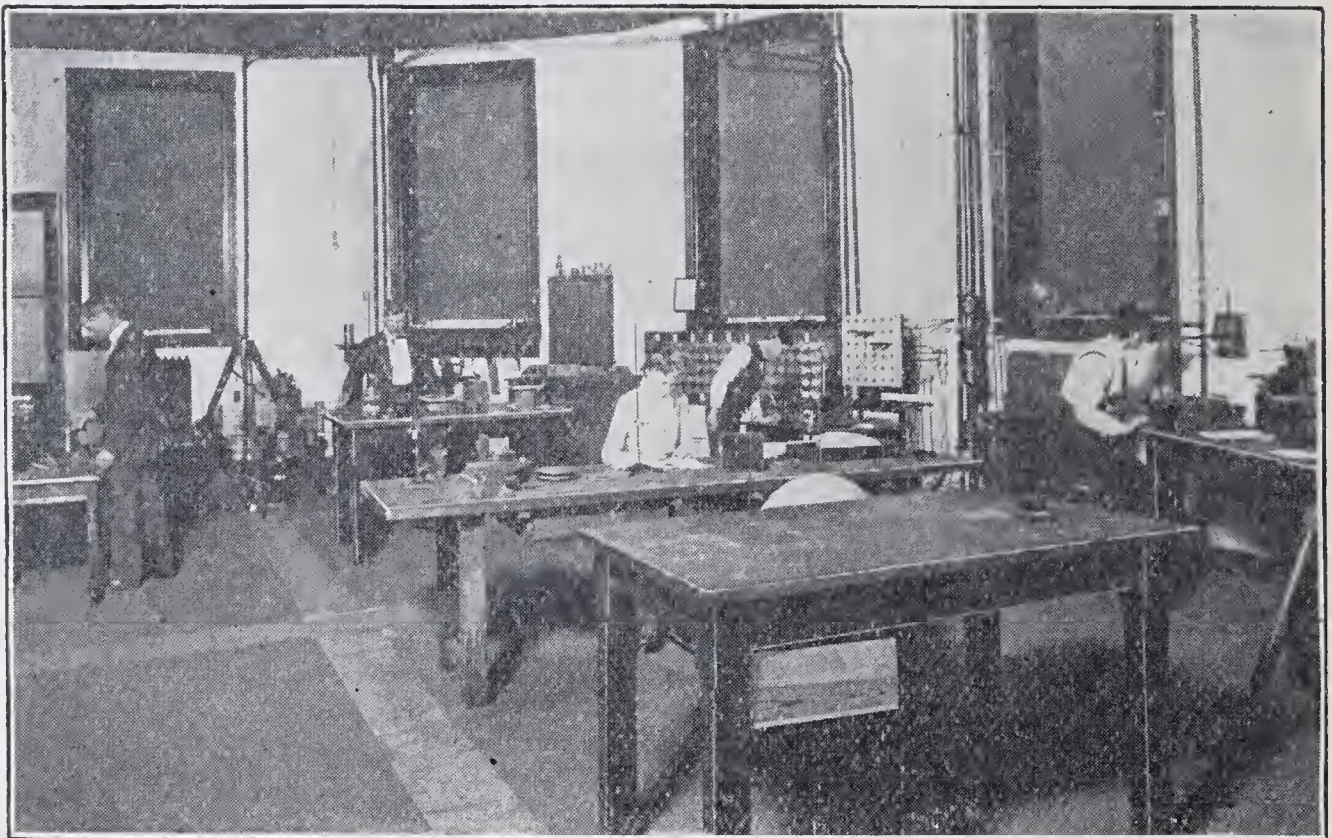
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*Subscription Price, 50 Cents per Annum*

- III High school and college subjects
- IV Special work for teachers of rural schools
- V Psychology and pedagogy
- VI School supervision
- VII General lectures
- VIII Convention of state and county superintendents

#### LOCATION

The location of the University, 1,100 feet above the sea, in the mountains of East Tennessee, is unsurpassed for healthfulness and beauty. The University buildings stand in a beautiful park of forty acres, covering a high hill on the north bank of the Tennessee river. They command a view



A LABORATORY

of the valley of the Tennessee from the Smoky to the Cumberland mountains — a distance of one hundred miles.

The University has a complete system of drainage and modern sanitary arrangements. Pure water is supplied from the city reservoir. The buildings and grounds are lighted by electricity.

The location of Knoxville, in the geographical center of the territory south of the Ohio and Potomac and at the junction of roads from the north, south, east and west, makes it one of the most accessible points in the Southern states. The city contains more than 35,000 inhabitants, and is noted for its beautiful homes and the culture of its people.

#### EQUIPMENT

The Summer School has the free use of the entire plant and equipment of the University, including dormitories and dining halls, recitation rooms, laboratories, shops, libraries, museums, farms, gardens, green houses, etc.



Several pavilions and temporary halls, large enough for the largest classes and for general lectures, have been erected for the use of the Summer School. These are open and airy and comfortable.

#### FINANCIAL SUPPORT

The school is supported by donations from the General Education Board, the University of Tennessee, and citizens of Knoxville and Knox county. Fees from students pay only a small portion of the cost of support.

#### FEES AND EXPENSES

The registration fee of \$6.00, which must be paid by all students at whatever time they enter, admits to all classes, lectures and entertainments without further charge. Materials used in laboratories and shops are charged at cost. Students should allow a few dollars for text-books on subjects studied. Books, materials, stationery and all ordinary toilet supplies can be purchased at the coöperative bookstore on the grounds.

#### TRAVEL

The railroads will sell round-trip tickets for the price of one first-class fare (plus 25 cents) from all points south of the Potomac and Ohio rivers and from west of the Mississippi in Louisiana, Arkansas, and Texas. Tickets will be on sale on the following dates: June 26, 27, 28; July 2, 5, 11, 12, 18 and 25. The return limit of these tickets will be fifteen days from the date of sale, but this limit may be extended to any date not later than midnight of September 30, by depositing ticket with the special agent at Knoxville and paying a deposit fee of fifty cents. This extension of return limit will permit a stay of several weeks at Knoxville or in the mountains after the close of the school.

The Knoxville Traction Company's system of street cars reaches all parts of the city and passes the entrance to the University grounds. The regular fare for any continuous passage is five cents.

#### BOARD AND LODGING

There are rooms for about four hundred students in the dormitory buildings on the University grounds. These rooms are furnished plainly but adequately. Room and board (two in a room) can be had here for \$30 each for the term of the school if paid in advance, or for \$6.00 a week by the week. Barbara Blount Hall, Reese Hall, Humes Hall and East College have been reserved for women. The dining halls accommodate about one thousand persons and furnish good board.

Private boarding houses offer board and lodging at from \$4.00 to \$6.00 a week. Lodging can be had in good homes at prices ranging from 75 cents to \$2.00 a week. Those preferring it may take lodgings in the city and get their meals at the University dining halls. Houses at a distance from the University will offer lodging at such rates as will permit paying street car fare without going beyond the maximum cost of \$6.00 a week for living. For those who lodge in the city and take their meals on the University grounds, comfortable waiting rooms have been prepared.



making it possible for them to remain on the grounds until after all the exercises of the day are over. For such, an excellent restaurant and lunch-room is also provided.

Upon application, stating nature of accommodations desired, arrangements will be made for board and lodging in private families and boarding houses, the best available assignments being given. For reserved rooms on the University grounds, and for assignments to board and lodging in the city, write to Thos. D. Morris, Business Manager, Knoxville, Tennessee.

### FACULTY AND COURSES OF STUDY

The faculty for this session of the Summer School of the South has been selected with great care, and contains many educators of national reputation. Every instructor employed is known for scholarship in his or her special subject and for ability as a teacher. More than a hundred courses are offered, and students of all grades of advancement may find work adapted to their needs. Special attention is given to literature, history, economics, psychology, pedagogy, nature study, manual training, drawing, music — subjects a knowledge of which is demanded of teachers in progressive schools, but of which they know less than of subjects of longer standing. Several advanced courses not offered at earlier sessions are offered this year.

### CERTIFICATES AND CREDITS

Certificates are given in each course for regular attendance and satisfactory work. Under necessary restrictions, credit is given for such work in the University of Tennessee and some other colleges. Superintendent Mynders, of Tennessee, has agreed to extend one year the time of expiration of all Honor-roll certificates whose owners attend this school not less than three weeks.

### GENERAL LECTURES

A lecture of general interest and open to all members of the school and to the public will be given every morning at an hour when there will be no other lectures or class recitations. On three or more evenings each week there will be lectures or entertainments of some other nature in Jefferson Hall. These will be open to all students free, and to the public on payment of a small admission fee.

### MODEL PRIMARY SCHOOLS AND KINDERGARTEN

Methods in reading, language, elementary arithmetic, manual training and other primary work will be illustrated in model schools under the direction of expert teachers. Kindergarten work will also be illustrated in a model kindergarten.

### MODEL LIBRARY AND EXHIBITS

A school library of a thousand or twelve hundred books has been arranged and catalogued and will be open for the inspection of teachers. An exhibit of text-books, school apparatus and school work is made in Ogden Hall, and all needed assistance will be given teachers in studying it.

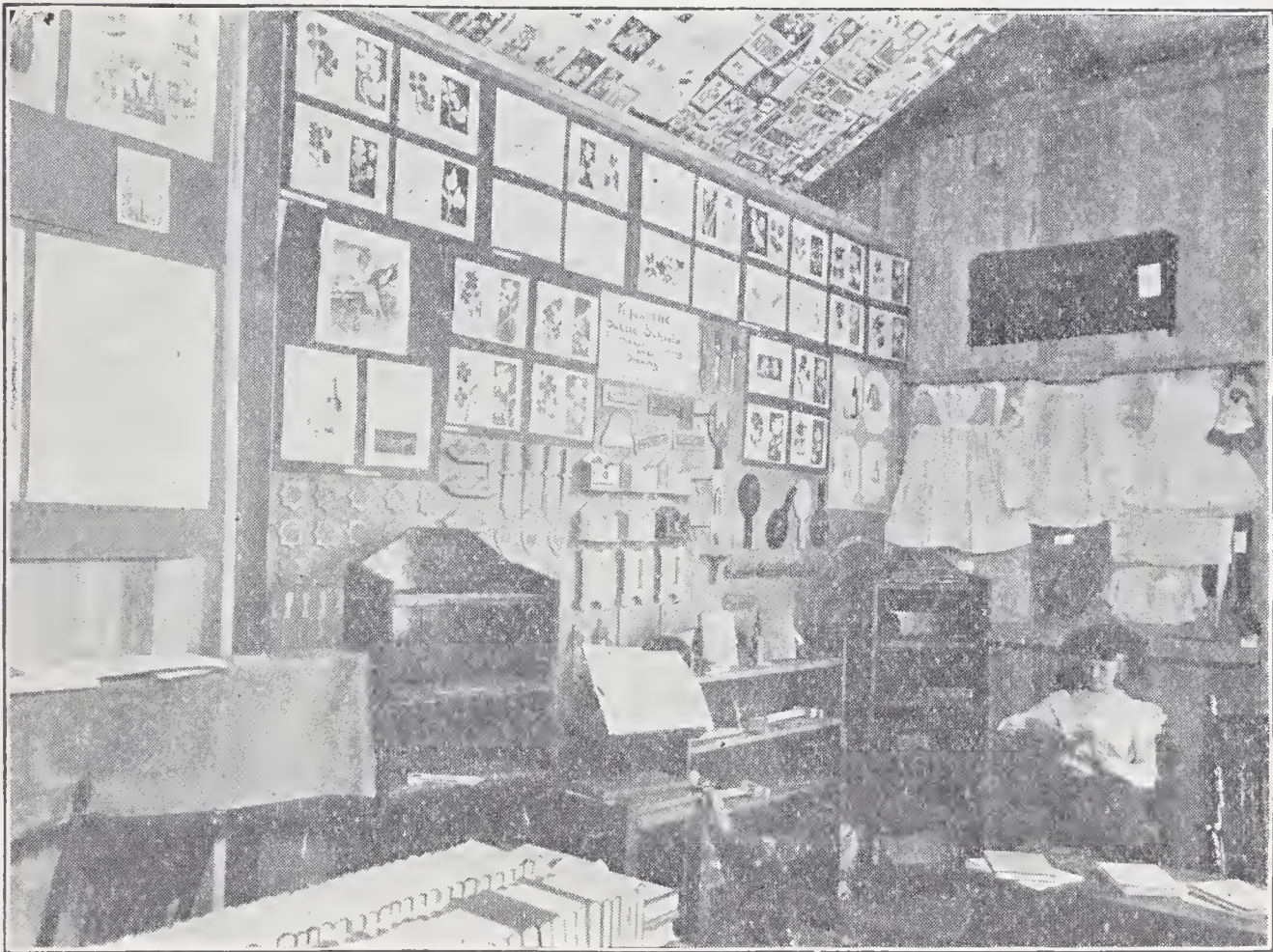


## FOURTH OF JULY CELEBRATION

The Fourth of July is celebrated by the school with songs, marching and addresses. A portion of the day is devoted to a popular discussion of the campaign for education in the South.

## EDUCATIONAL CONFERENCES

During the third week of the session, July 11 to 15, a conference of state and county superintendents and of others interested in the educational



IN THE EXHIBIT HALL

movement in the South will be held under the direction of President Charles D. McIver, chairman of the campaign committee of the Southern Education Board. It is expected that all of the state superintendents of the Southern states and many county superintendents will be present at this conference, which will hold daily sessions throughout the week. A meeting of the East Tennessee Conference for Education will be held at the same time.

## MUSIC

Those wishing private instruction in voice culture, organ, harmony, and history of music should address Prof. H. Eugene Parsons, Knoxville, Tenn. Professor Parsons will have charge of the glee club and of music at chapel services. The glee club, quartet and orchestra will provide music at the general lectures and entertainments. There will also be congregational singing.



## RECREATIONS AND OUTINGS

The tennis courts and ball grounds afford opportunity for pleasant recreation, and many outdoor games will be organized. Students should bring their musical instruments, tennis rackets and other apparatus for music and sports.

Knoxville is in the midst of a region of delightful views and popular resorts. Excursions will be arranged to interesting places in Knoxville and East Tennessee, to resorts in Western Carolina, to the Smoky and Cumberland mountains, to Lookout Mountain and to other points on the lines of the Knoxville Traction Company, the Southern Railway, and the Louisville & Nashville (A., K. & N.) Railway.



ON THE LINE OF PROCESSION, JULY 4.

## WORLD'S FAIR, ST. LOUIS

Excursions to the World's Fair will be organized at the close of the session, and students of the school will get the benefit of special low rates of travel and of board in St. Louis, which will enable all those from the East and South especially to visit the Fair via Knoxville at low rates.

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Nearly all courses are for the entire session of six weeks, and students should, when possible, enter at the opening of the session and remain to the close; but they may enter at any time.

A schedule of recitations and lectures will be sent on application.

For further information address:

P. P. CLAXTON, *Superintendent.*  
Knoxville, Tenn.

**REMEMBER DATES:**

**School begins June 28 and ends August 5.**

**Tickets on sale June 26, 27, 28; July 2, 5, 11, 12, 18, 25.**



# Summer School of the South

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## OFFICERS OF ADMINISTRATION

CHARLES W. DABNEY, President  
PHILANDER P. CLAXTON, Superintendent  
WICKLIFFE ROSE, Secretary  
BURTIS B. BREESE, Registrar  
THOMAS D. MORRIS, Business Manager  
LILIAN B. SCOFFIN, Secretary to the Superintendent

## INSTRUCTORS

WALTER H. AIKEN *Primary, Intermediate, and High School Music*  
Supervisor of music in the schools of Cincinnati, Ohio

EDWIN ANDERSON ALDERMAN *History of the South*  
President of Tulane University of Louisiana  
Ph. B., University of North Carolina; D. C. L., University of the South;  
LL. D., Tulane University of Louisiana and Johns Hopkins University;  
superintendent of schools Goldsboro, N. C.; North Carolina State Institute  
conductor; professor of history North Carolina State Normal College; pro-  
fessor of pedagogy University of North Carolina; president University of  
North Carolina; member of the National Council of Education; trustee of  
the Washington Memorial Institute; member of the Southern Education  
Board.

CHARLES W. BAIN *Latin*  
Professor of Ancient Languages, South Carolina College  
University of Virginia; M. A., University of the South; senior classical  
master, McCabe's University School, Richmond; headmaster, Sewanee Gram-  
mar School; author of Bain's First Latin Book; editor of Select Poems of  
Ovid; editor of Homer's Odyssey, Book VI and Book VII.

JAMES MARK BALDWIN *Psychology and Child Study*  
Professor of psychology, Johns Hopkins University  
A. B., A. M. and Ph. D., Princeton University; Sc. D., Oxford University;  
LL. D., Glasgow University; studied at Leipzig, Berlin and Tuebingen; pro-  
fessor of philosophy, Lake Forest University, Toronto University, Princeton  
University; vice-president of International Congress of Psychology, London,  
1892; honorary president of International Congress of Criminal Anthropology  
at Geneva, 1896; president American Psychological Association, 1897-8; mem-  
ber of the American Philosophical Society, American Society of Naturalists,  
and Institut International de Sociologie; awarded gold medal Royal Academy  
of Denmark, 1897; author of German Psychology of Today; Hand Book of  
Psychology; Elements of Psychology; Mental Development in the Child and  
the Race; Social and Ethical Interpretations in Mental Development; Story  
of the Mind; Fragments in Philosophy and Science; Development and Evo-  
lution; editor of Dictionary of Philosophy and Psychology; Psychological  
Review; Princeton Contributions to Psychology, etc.

EDWARD LIVINGSTON BARBOUR *Expression*  
Lecturer on expression and voice culture in Rutgers College, Theo-  
logical Seminary of Dutch Reformed Church of America, Phila-  
delphia School of Oratory, and Drew Theological Seminary  
University of Pennsylvania; Hahnemann Medical College; M. E., National  
School of Elocution and Oratory; B. O., Boston School of Oratory.



WILLIS H. BOCOCK

*Latin*

Professor of Greek, University of Georgia

A. B. and Litt. B., Hampden-Sydney College; student of Latin and Greek, University of Virginia; A. M., Davidson College; professor of Ancient Languages, University of Georgia; student University of Berlin.

BURTIS BURR BREESE

*Psychology and Ethics*

Professor of psychology and ethics, department of education, University of Tennessee

B. A., and M. A., Harvard; Ph. D., Columbia; higher diploma of Teachers' College; assistant in psychology, Harvard; fellow in psychology and education, Teachers' College; studied in Europe 1900-2.

ELIZABETH V. BROWN

*Primary Work*

Instructor in history and geography, Washington Normal School, Washington, D. C.

Graduate Washington Normal School.

PHILANDER PRIESTLEY CLAXTON

*Education*

Chairman of department of education and professor of science and art of teaching, University of Tennessee

A. B. and A. M., University of Tennessee; Johns Hopkins University; student of systems and methods of education in Europe; superintendent of city schools, Asheville, North Carolina; professor of pedagogy in North Carolina State Normal and Industrial College.

ALICE WOODWARD COOLEY

*Literature for Children*

Assistant professor in department of education, University of North Dakota

Supervisor of primary instruction in Minneapolis public schools.

CHARLES WILLIAM DABNEY

*Social Science*

President of the University of Tennessee and professor of economics Ph. D., Goettingen; LL. D., Yale and Johns Hopkins; state chemist and director of North Carolina Agricultural Experiment Station; assistant secretary of agriculture of the United States; member of Southern Education Board and director of its bureau of investigation; president-elect of the University of Cincinnati.

HENRY JOHNSTON DARNALL

*German Language and Literature*

Adjunct professor of modern languages, University of Tennessee

University of North Carolina; Washington and Lee University, Leipzig and Paris.

JOHN DEWEY

*Education*

Professor of philosophy and director of the school of education, University of Chicago

A. B., University of Vermont; Ph. D., Johns Hopkins University; professor of philosophy, University of Minnesota; professor of philosophy, University of Michigan; member American Psychological Association and American Philosophical Society; author of Psychology, Leibnitz, Critical Theory of Ethics, Study of Ethics, Psychology of Number, School and Society, Studies in Logical Theory; editor of Elementary School Record; contributor to Philosophical Review, Psychological Review, etc.

RICHARD THEODORE ELY

*Economics*

Professor of political economy and director of the school of economics and political science, University of Wisconsin

A. B. and A. M., Columbia University; Ph. D., Heidelberg University; LL. D., Hobart College; associate professor of political economy, Johns Hopkins University; secretary of the Christian Social Union in the United States; secretary and president of the American Economic Association; editor of Crowell's Library of Economics and Politics and of Macmillan's Citizen's Library of Economics, Politics and Sociology; author of French and German Socialism in Modern Times; Past and Present of Political Economy; Recent American Socialism; The Labor Movement in America; Taxation in American States and Cities; Problems of Today; Social Aspects of Christianity; Introduction to Political Economy; Socialism and Social Reform; The Social Law of Service; Monopolies and Trusts; The Coming City; Studies in the Evolution of Industrial Society, and many magazine articles.



LAWTON B. EVANS

Superintendent of public schools in the City of Augusta and of Richmond county, Georgia  
A. B., Emory College; A. M., University of Georgia; president of Georgia Summer Normal School; author of Evans' History of Georgia.

ALCEE FORTIER

*French*

Professor of Romance languages, Tulane University  
University of Virginia; Paris; professor of French language and literature, University of Louisiana; president of Louisiana Historical Association; president Modern Language Association of America; author of Sept Grands Auteurs du XIX Siecle, Histoire de la Litterature Francaise, etc., etc.

CLARA LOUISE FRALEY

*Geography*

Teacher of physical geography, high school, Nashville  
Student of geography, University of Chicago and Cornell University.

ANNA MONROE GILCHRIST

*Domestic Science and Art*

Instructor in manual training and domestic science and art, department of education, University of Tennessee  
Centenary College, Texas; Chicago School of Engraving; Maryland College for Women; Bucknell University; Abbot Academy, Andover, Mass.; Clark University; B. S., Teachers' College, Columbia University.

B. C. GREGORY

*Froebel's Philosophy of Education, and  
City School Supervision*

Superintendent of public schools, Chelsea, Mass.  
Graduate of the College of the City of New York; supervisor of public schools, Trenton, N. J.

HERBERT E. GREGORY

*Geology*

Professor of geology, Yale University

GRANVILLE STANLEY HALL

*Education*

President and professor psychology, Clark University  
A. M., Williams College; Ph. D., Harvard University; LL. D., University of Michigan and Johns Hopkins University; studied in Berlin, Bonn, Heidelberg and Leipzig; professor of psychology, Antioch College; lecturer on psychology, Harvard and Williams; professor of psychology, Johns Hopkins; author Aspects of German Culture; Bibliography of Education; Adolescence, etc.; editor American Journal of Psychology; The Pedagogical Seminary, etc.

WILLIAM C. A. HAMMEL

*Manual Training and Elementary Physics*

Department of physics and manual training, North Carolina State Normal and Industrial College  
Maryland State Normal School; Johns Hopkins University; student of Everett Schwartz, of the Normal Sloyd School, Naas, Sweden; principal Normal Training Teachers' Association of Maryland; author of Observation Blanks in Physics and a series of manual training books.

ROBERT BARTHOLOMEW HARSHE

*Manual Training*

Supervisor of manual arts in the public schools of Columbus, Ga.  
B. L., Missouri University; Art Institute and School of Illustration, Chicago; supervisor of manual arts, Mexico, Missouri.

ELIZA JOSEPHINE HARWOOD

*Physical Culture and Children's Games*

Instructor in organic training, School of Expression, Boston  
Diploma and post-graduate course, Posse Gymnasium; special third year student of Baron Nils Posse; instructor in physical training, Wesleyan Seminary and Female College; St. Joseph's Academy, Brighton.

ARCHIBALD S. HENDERSON

*Mathematics*

Associate professor of mathematics, University of North Carolina  
A. B., A. M., and Ph. D., University of North Carolina; graduate student and instructor in mathematics, University of Chicago.

CORA B. HENRY

*Primary Reading*

Principal of City School, Newark, Ohio, and teacher of first primary grade



CHARLES OTIS HILL

*Chemistry*

Instructor in pharmacy, University of Tennessee  
A. B., University of Tennessee; Ph. C., University of Michigan.

MARI RUEF HOFER

*Music in the Kindergarten*

Instructor in music at Horace Mann school and Teachers' College,  
Columbia University  
Mount Carroll Seminary; University of Chicago; instructor in music in  
Chicago high schools.

JAMES DICKASON HOSKINS

*European History*

Assistant professor of history, University of Tennessee  
B. S., M. A., and B. L., University of Tennessee; University of Chicago.

LINCOLN HULLEY

*Literature of the Bible*

Professor of Hebrew and History, Bucknell University  
A. B., Harvard; A. M., Bucknell; Ph. D. and fellow in Semitics, University  
of Chicago; traveled and studied in Europe; faculty of Chautauqua; lecturer  
and member of the Council of Seventy.

THOMAS HUME

*Literature of the Bible*

Professor of English literature, University of North Carolina  
Graduate University of Virginia; A. M., D. D., Richmond College; LL. D.,  
Wake Forest College; professor of Latin and English, Norfolk College; author  
Helps to the Study of Hamlet; Shakespeare's Moral Teaching; John Milton's  
Religious Opinions, etc.

RICHARD JONES

*English Literature*

Professor of English literature, Vanderbilt University  
Ph. D., Heidelberg; student at Oxford and Munich; author The Growth of  
the Idylls of the King, etc.

CHARLES A. KEFFER

*Botany, Plant Culture and School Gardening*

Professor of horticulture and forestry, University of Tennessee  
Iowa Agricultural College; professor of botany, horticulture and forestry,  
South Dakota Agricultural College, University of Missouri, and New Mexico  
Agricultural College; assistant chief of the Division of Forestry, United  
States Department of Agriculture.

CHARLES WILLIAM KENT

*English Literature*

Professor of English literature, rhetoric and *belles lettres*, University  
of Virginia  
A. M., University of Virginia; Ph. D., University of Leipzig; student Goet-  
tingen, Berlin and Leipzig; professor of English and modern languages,  
University of Tennessee; lecturer on American and English literature; mem-  
ber of Virginia Historical Society; Modern Language Association of America;  
American Dialectic Association; author Teutonic Antiquities; Graphic Rep-  
resentations of English and American Literature; editor Cynewulf's Elene;  
Selected Poems from Burns; Tennyson's Princess; Poe Memorial Volume;  
Poe's Poems, etc.

WILEY M. LUTTRELL

*Bookkeeping and banking*

Instructor in bookkeeping, banking, arithmetic, English, and pen-  
manship in the Knoxville Business College  
Graduate of the Holbrook Normal College and the Knoxville Business Col-  
lege; expert bookkeeper.

WILLIAM H. MACE

*United States History and Methods  
of Teaching History*

Professor of history and political science, Syracuse University  
Indiana State Normal School; University of Michigan; Cornell; Berlin; Johns  
Hopkins; Ph. D., University of Jena; professor of history, DePauw Uni-  
versity Normal School; university extension lecturer to the Regents of  
the University of the State of New York and to the American Society;  
lecturer on American history, Cambridge, England, Summer School, and  
Chautauqua Summer School; author of A Working Manual of American His-  
tory, Method in History, and A Grammar School History of the United  
States.

GENTRY R. MCGEE

*History of Tennessee*

Superintendent of city school, Jackson, Tenn.  
Andrews' College; Cook County Normal School; author of McGee's School  
History of Tennessee.



CHARLES DUNCAN McIVER *Education in the South*  
President of the North Carolina State Normal and Industrial College  
A. B. and Litt. D., University of North Carolina; assistant superintendent  
public schools Durham, N. C., and Winston, N. C.; teacher in Peace Insti-  
tute; North Carolina State Institute conductor; secretary of the Southern  
Education Board.

CAROLINE PAULISON McMAKIN *Vocal Music*  
Supervisor of music in public schools of Spartanburg, S. C.  
Studied in Spartanburg, S. C., Montpelier, Vt., New York, Boston, New  
England Conservatory of Music; instructor in music, Converse College;  
teacher of piano and organ; director of church music.

EMILIE W. McVEA *Greek and American Literature*  
Instructor in English and literature, department of education, Uni-  
versity of Tennessee  
St. Mary's School, Raleigh; Harvard University; University of North Caro-  
lina; A. B. and A. M., Columbian University; principal of St. Mary's School,  
North Carolina.

CHARLES S. MANGUM *Physiology and Hygiene*  
Professor of materia medica and associate in anatomy, University of  
North Carolina  
A. B., University of North Carolina; M. D., Jefferson Medical College;  
assistant demonstrator of anatomy, ibid; student Philadelphia Polyclinic and  
Postgraduate School of Medicine; professor of physiology and materia  
medica, University of North Carolina.

CAROLINE GERALDINE O'GRADY *Primary Methods*  
Teacher in Horace Mann school and Teachers' College, Columbia  
University  
Toronto Normal School and Teachers' College; primary instructor in Mon-  
treal Girls' High School; director in kindergarten training class, Philadelphia  
Normal School.

EUGENE PARSONS *Music*  
Choirmaster, licentiate instructor in voice culture, piano, organ and  
harmony, University of Tennessee  
Boston Conservatory; New York Conservatory.

CHARLES ALBERT PERKINS *Physics and Electrical Engineering*  
Professor of physics and electrical engineering, University of Ten-  
nessee  
Ph. D. and assistant in physics, Johns Hopkins University; associate pro-  
fessor in physics, Bryn Mawr College; professor of physics, Hampden-  
Sydney College.

JULIA RAINES *Manual Training*  
Instructor in manual training, North Carolina State Normal and In-  
dustrial College  
Public schools of Columbus, Georgia; Teachers' College.

ELLEN HENRIETTA RICHARDS *Lecturer on Domestic Science*  
Instructor in sanitary chemistry, Massachusetts Institute of Tech-  
nology  
A. M., Vassar College; S. B., Massachusetts Institute of Technology; fellow  
American Association for the Advancement of Science; member American  
Institute of Mining Engineering, American Chemical Society, and Washing-  
ton Academy of Science; author of *Chemistry of Cooking and Cleaning*; *Food  
Materials and Their Adulterations*; *Home Sanitation*; *The Cost of Living*;  
*Air, Water and Food*; *First Lessons in Minerals*; *The Cost of Food*, etc.

WICKLIFFE ROSE *History and Philosophy of Education*  
Professor of history and philosophy of education, department of edu-  
cation, University of Tennessee  
B. A. and M. A., University of Nashville; graduate student in philosophy  
and education, University of Chicago; professor of philosophy and education,  
University of Nashville and Peabody Normal College.



LILLIAN RULE

*Primary*

Speyer School, New York

Teacher in public schools of Knoxville; University of Tennessee and Teachers' College, Columbia University.

MARY DUNCAN RUNYAN

*Kindergarten*

Professor of kindergarten, Teachers' College, Columbia University

Graduate St. Louis Kindergarten Training School; teacher in kindergarten and elementary grades of same school; principal of kindergarten and instructor in normal classes, Pratt Institute; instructor in Isabel Crow Kindergarten Association; instructor in kindergarten, Teachers' College.

PAUL HILL SAUNDERS

*Greek*

Professor of Greek, University of Mississippi

A. B., A. M., Ph. D., University of Mississippi; studied at University of Chicago and in Germany, Italy and Greece; member of Archaeological Society.

COOPER D. SCHMITT

*Mathematics*

Professor of mathematics, University of Tennessee

B. S., Mercersburg College; M. A., University of Virginia; mathematical master, Pantops Academy.

JAMES WITT SEWELL

*English Grammar*

Instructor in English, Fogg High School, Nashville, Tennessee

Vanderbilt University; public schools of Macon, Mississippi; Kentucky Training School; Garrett Military Academy, Nashville; joint author (with Dr. Baskervill) of Baskervill and Sewell's English Grammar, Baskervill and Sewell's School Grammar, and author of Language Lessons.

MARGARET STEWART SEYMOUR

*Kindergarten Music*

Music and psychology of play, Dallas Kindergarten Association

Training in New York; teacher in Witherbee social settlement, New York, and in Brooklyn church settlement.

JAMES ROLLIN SLONAKER

*Nature Study and Biology*

Assistant professor of physiology, Leland Stanford Junior University

B. S., University of Washington; Ph. D., Clark University; fellow in biology, Clark University; United States Fish Commission, Woods Holl. Mass.; instructor in zoology, Indiana University; Indiana University Biological Station; assistant professor of zoology, Indiana University; research assistant in neurology, University of Chicago; associate in neurology.

C. ALPHONSO SMITH

*English Literature*

Professor of the English language, University of North Carolina

B. A. and M. A., Davidson College; Ph. D. and instructor of English, Johns Hopkins University; London, Paris, Berlin; professor of English in Louisiana State University; member of Modern Language Association, American Dialect Association, German Shakespeare Society, Shakespeare Society of New York; author of Repetition and Parallelism in English Verse, Old English Grammar and Exercise Book; associate editor of The World's Orators; editor of Macaulay's Essays on Milton and Addison; author of English Grammar for Common Schools, etc.

HENRY NELSON SNYDER

*Southern Literature*

President and professor of English, Wofford College

A. B., fellow and assistant in Latin, Vanderbilt University; University of Goettingen and British Museum; instructor in languages, South Carolina Summer Normal; professor of English, Wofford College.

ANDREW MCNAIRN SOULE

*Agriculture and School Gardening*

Professor of agriculture, University of Tennessee; director of the

Tennessee Experiment Station; collaborator in Bureau of Plant

Industry, U. S. Department of Agriculture

A. O. A. C. and assistant in experimental department, Ontario Agricultural College; B. S. A., University of Toronto; associate professor of agriculture and assistant agriculturist, Texas Agricultural College and Experiment Station; author of many papers and bulletins on agriculture and animal husbandry.

AMANDA STOLTZFUS

*Arithmetic and Manual Training*

Instructor in manual training, University of Tennessee

University of Nashville and Peabody Normal College; teacher in the public



schools of Knoxville; University of Tennessee; Teachers College, Columbia University.

W. K. TATE

*Geometry*

Principal of the Memminger Normal School, Charleston, S. C.  
A. B. and A. M., University of Nashville; graduate student University of Chicago.

ARNOLD TOMPKINS

*Education*

Principal of Chicago Normal School  
Indiana State Normal School and Indiana State University; Chicago University; professor in DePauw University; professor of pedagogy Illinois University; president Illinois Normal University; author of Philosophy of Teaching; Philosophy of Management; Literary Interpretation; Science of Discussion, etc.

CHARLES WILLARD TURNER

*U. S. History and International Law*

Associate professor of law and acting professor of constitutional history, University of Tennessee  
A. B. and A. M., Amherst College.

JOHN FRANCIS VOORHEES

*Physical Culture*

Instructor in physical culture, University of Tennessee  
Graduate of the Young Men's Christian Association Training School, Chicago; director of physical culture in Young Men's Christian Associations, etc.

CHARLES E. WAIT

*Chemistry*

Professor of general and analytical chemistry and metallurgy, University of Tennessee  
B. S., C. E., M. E., University of Virginia; Ph. D., University of Missouri; fellow of The Chemical Association of London; mining chemist and engineer; director of the Missouri School of Mines; first assistant chemist, U. S. Department of Agriculture.

SARA WITHERS

*Model School*

Principal of the model school, Winthrop Normal College, Rock Hill, S. C.  
Graduate of the Winthrop Normal College; teacher in graded schools, Darlington, S. C.; student at Teachers' College, New York; supervisor of primary work in graded schools, Chester, S. C.

ELLSWORTH WOODWARD


*Drawing, Painting, Art Lectures*

Director of Art Education, Newcomb College, Tulane University of Louisiana  
Graduate Rhode Island School of Design; studio of Carl Marr, Munich.

RICHARD T. WYCHE

*Stories and Story Telling in Education*

Lecturer on story-telling  
University of North Carolina; University of Chicago.

 To this list are to be added the names of instructors in Spanish, geography, drawing, nature study and biology, library methods, an assistant in the kindergarten, and several platform lecturers.





UNIVERSITY HILL, FROM ACROSS THE TENNESSEE RIVER



## Courses of Study

### KINDERGARTEN

Miss RUNYAN, —————, Miss HOFER, Mrs. SEYMOUR

I Lectures on the principles and practice of the kindergarten. An elementary course for kindergartners who have had little training and for primary teachers. Five hours. Six weeks. Miss Runyan.

II Lectures and round-table conferences. An advanced course for



MODEL KINDERGARTEN

kindergartners who have had training and experience. Five hours. Six weeks. Miss Runyan.

III Observation and practice in model kindergarten. A model kindergarten will be in session two hours a day for observation and practice under the direction of Miss Runyan and her assistant.

IV Kindergarten music, rhythm, games, etc. (See Music I.) Five hours. Three weeks—June 28 to July 15. Miss Hofer.

V Froebel's philosophy of education. (See Education IV and V.) These courses will be of great value to teachers and kindergartners who



wish to study the broader principles of the kindergarten and all elementary education. Five hours. Six weeks. Dr. B. C. Gregory.

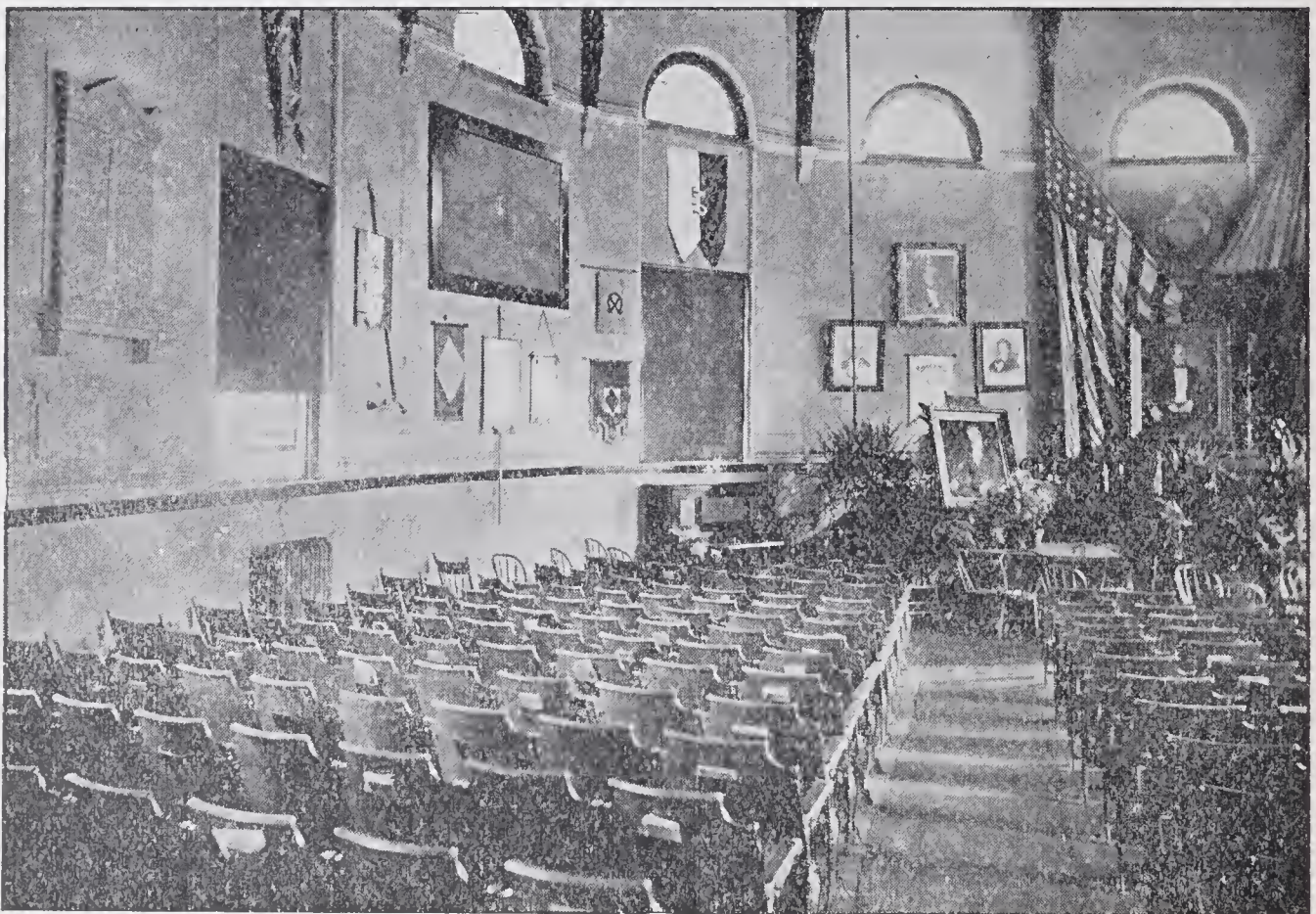
NOTE: Miss Runyan's outline of work has not been received in time for publication. Courses I, II and III are intended to indicate her work only in a very general way and are subject to such modification as she and her assistant may wish to make.

Mrs. Seymour will play accompaniments for all kindergarten songs and games.

### METHODS IN PRIMARY WORK

Miss O'GRADY, Miss WITHERS, Miss RULE, Miss BROWN, Miss HENRY,  
———, Mrs. COOLEY, Mr. WYCHE, Prof. CLAXTON

I Primary methods. Practical plans of methods for the work of the first four school years in reading, language, writing and arithmetic; corre-



IN THE CHAPEL

lation of subjects; observation of the work of a model school; examination of text-books, etc. Five hours. Six weeks. Miss O'Grady.

II The subject matter of the elementary grades. Literature, including stories and talks for the younger children; development of arithmetic; pictures; sand-table or sand-pile; clay; paper and other simple illustrative material connected with the beginnings of geography; games for recreation period. Much time will be given to practical demonstration; lists of helpful books and inexpensive material will be given, and time-tables planned. Five hours. Six weeks. Miss O'Grady.

The lectures will be given by Miss O'Grady, who will be assisted in the observation school by Miss Rule and Miss Withers.

III The use of phonics in reading; methods of conducting primary reading lessons; oral and written spelling; penmanship. Lectures and class work with teachers. Illustrated in class of children. The work in reading will be based on the Ward Rational Method. Five hours. Six weeks.



IV Primary reading. Synthetic Phonetic Word Method. Presentation of the sounds and their symbols; teaching stock words; building blend words; thought reading and expression reading; spelling and writing as co-ordinate subjects. The work in reading is based on the New Educational Readers. All principles illustrated in the work of a class of children. Five hours. Six weeks. Miss Henry.

V Reading, arithmetic, language, geography, and nature study in primary and intermediate grades. Work illustrated with classes of children. Five hours. Six weeks. Miss Brown.

VI Arithmetic in primary and grammar grades. A simple, natural method of teaching the fundamental processes and their practical applications. Five hours. Three weeks—June 28 to July 15. Prof. Claxton.

VII Story-telling. Stories for kindergarten, primary and grammar grades; folk and fairy tales; history stories; stories from the Bible; stories from Homer, Beowulf, Siegfried, King Arthur, etc. The purpose of the course is to aid teachers in selecting original material for stories and to cultivate an artistic individual style of story-telling. Lectures on the philosophy of the story in the school room. Five hours. Three weeks—July 18 to August 5. Mr. Wyche.

VIII Literature for children of primary and intermediate grades. Five hours. Three weeks—July 18 to August 5. Mrs. Cooley.

IX Literature in the grammar school and the high school. Five hours. Three weeks. July 18 to August 5. Mrs. Cooley.

## RURAL SCHOOLS

Supt. EVANS, Supt. McGEE, Miss STOLTZFUS

I School management. A course of ten lectures on the conduct and management of rural schools, including course of study, organization, attendance, general reading, etc. Ten lectures and round-tables. July 25 to August 5. Supt. Evans.

II History of Tennessee. Lectures, discussions; informational view, pedagogical view. Especially for Tennessee teachers.

- 1 Land Grants—exploration and adventure.
  - 2 Settlement—struggle for existence.
  - 3 Organized Government—struggle for the rights of freemen.
  - 4 Development of pioneer settlements into a commonwealth.
  - 5 Civil, political and military career of a great state.
- Five hours. Six weeks. Supt. McGee.

III Arithmetic. Emphasis on essential principles and such applications as are most practical in rural communities. Five hours. Six weeks. Miss Stoltzfus.

*All courses in the school are, of course, open to rural teachers.*

## DRAWING AND ART

Prof. WOODWARD, —————, —————

I Drawing for primary grades. A course in elementary principles of drawing and in practical school room work for primary grades. Correlation with manual training and other school work. Five hours. Six weeks.

II Drawing for intermediate grades. A course for teachers of intermediate grades. Correlation with manual training, nature study, and other forms of school work. Applications to art. Five hours. Six weeks.

III Drawing for high school grades. In this course special attention



will be given to historic ornaments and the application of the principles of drawing and art to textile and other designs. Five hours. Six weeks.

IV Drawing and painting for high school and college grades. Study of plant forms with reference to design. Study of design. Study of nature with reference to pictorial qualities, compositions, perspective, etc. Design is treated as the most important consideration in technical art training for all grades. Practical illustration of applied design; points at which art and design find contact with civilized life. Five periods. Six weeks. Dr. Woodward.

V Lectures on art and history. A series of talks including an examination and analysis of various historic periods of painting; stereopticon illustrations. Five hours. Six weeks. Dr. Woodward.



JEFFERSON HALL

## MUSIC

Supt. AIKEN, Miss McMAKIN, Miss HOER

I Children's music. Music, rhythm, and games for kindergartens and primary grades; the beginnings of music for children; training children's voices; breathing and vocal exercises; song interpretation; development of rhythm, illustrated by games, rhythmic movements and marches, folk games and dances. Relation of these beginnings to the theory and practice of music in sight reading and structure. Class demonstration. Three weeks — June 28 to July 20. Miss Hofer.

II Work for first and second grades. Ear training; tone matching; sight reading; dictation; vocal culture and the development of the child voice; order and manner of presentation of subjects to children; elements of theory; the graded course; rote-song presentation. Work illustrated with class of children from four to six years old. Five hours. Six weeks. Miss McMakin.

III Work for third and fourth grades. Sight reading; dictation; songs written from memory; melodies and songs transposed into various keys; the child voice as found in the grades; monotones; falling from pitch; singing in tune, etc. There will be a practice teaching class in which



teachers will apply principles in teaching children. Five hours. Six weeks. Miss McMakin.

IV Work for teachers of intermediate and high school grades. A systematic study of music for these grades. Five hours. Four weeks—July 11 to August 5. Supt. Aiken.

V The broader questions of high school music. A course dealing with the essentials of music teaching in all grades. Five hours. Four weeks—July 11 to August 5. Supt. Aiken.

In courses II and III the Natural Music Series will be used; in courses IV and V the Harmonic Course by Ripley and Tapper. Course I will be based on the Modern Music Series.

### MANUAL TRAINING

Prof. HAMMEL, Prof. HARSHE, Miss RAINES, Miss STOLTZFUS

I Clay modeling. A course for teachers in the first five years of



A WORKSHOP

school. It deals in the simplest manner possible with the natural and manufactured objects which are nearest the child's actual life. By handling and making the child gains the necessary new ideas of form and proportion as well as skill with the hand. Five hours. Six weeks. Miss Raines.

II Paper folding and construction in cardboard. A systematic course in making models to cover the first four years' work in the school room. Five hours. Six weeks. Prof. Hammel.

III Basketry. In this course the student is given a chance to make practical use of the natural material of his environment. In addition to his training in design and technical handling he becomes familiar with good forms and color combinations. Five hours. Six weeks. Miss Raines.

IV Knife work, elementary and advanced. In elementary knife work



students construct models from bass wood or white pine, dealing with the two dimensions of plane geometry. In the advanced knife work they use various kinds of wood, make and use working drawings, and deal with three dimensions of solids. Five hours. Six weeks. Prof. Hammel.

V Woodwork. Elementary mechanical working drawings; tool practice and the care of tools; original design and color applied to woodwork; woods and wood finishing; equipment and maintenance; correlative value of manual training. Lectures, supplementary reading and reports. Two hours a day. Six weeks. Mr. Harshe and Miss Stoltzfus.

VI Advanced woodwork. Evolution of the manual training idea; its place in the curriculum; supervisory methods; original design; the manual arts movement; advanced working drawings; applied design in various handicrafts; projects on a larger scale, such as furniture and scientific apparatus. Two hours a day. Six weeks. Mr. Harshe.

Course VI is intended primarily for students who are fitting themselves for supervisory work, and presupposes a knowledge of course V.



THE DOMESTIC SCIENCE LABORATORY

### DOMESTIC SCIENCE

Mrs. RICHARDS and Miss GILCHRIST

I Composition and nutritive value of foods; manufacture or production of food materials; fuels and cooking apparatus. Types of each class of foods treated to the fundamental processes of cookery. Number of students limited to fourteen. Two hours a day. Six weeks. Miss Gilchrist.

II Advanced work in cookery. This course is designed to supplement and continue course I. It is open to those who have previously made a study of the subject. Lectures and discussions on the theory and practice of teaching Domestic Science. Limited to fourteen students. Two hours a day. Six weeks. Miss Gilchrist.



III Lectures on subjects related to the home, including cost of living, food values, dietaries, household economics and home sanitation. One hour a day. Three weeks—June 28 to July 15. Mrs. Richards.

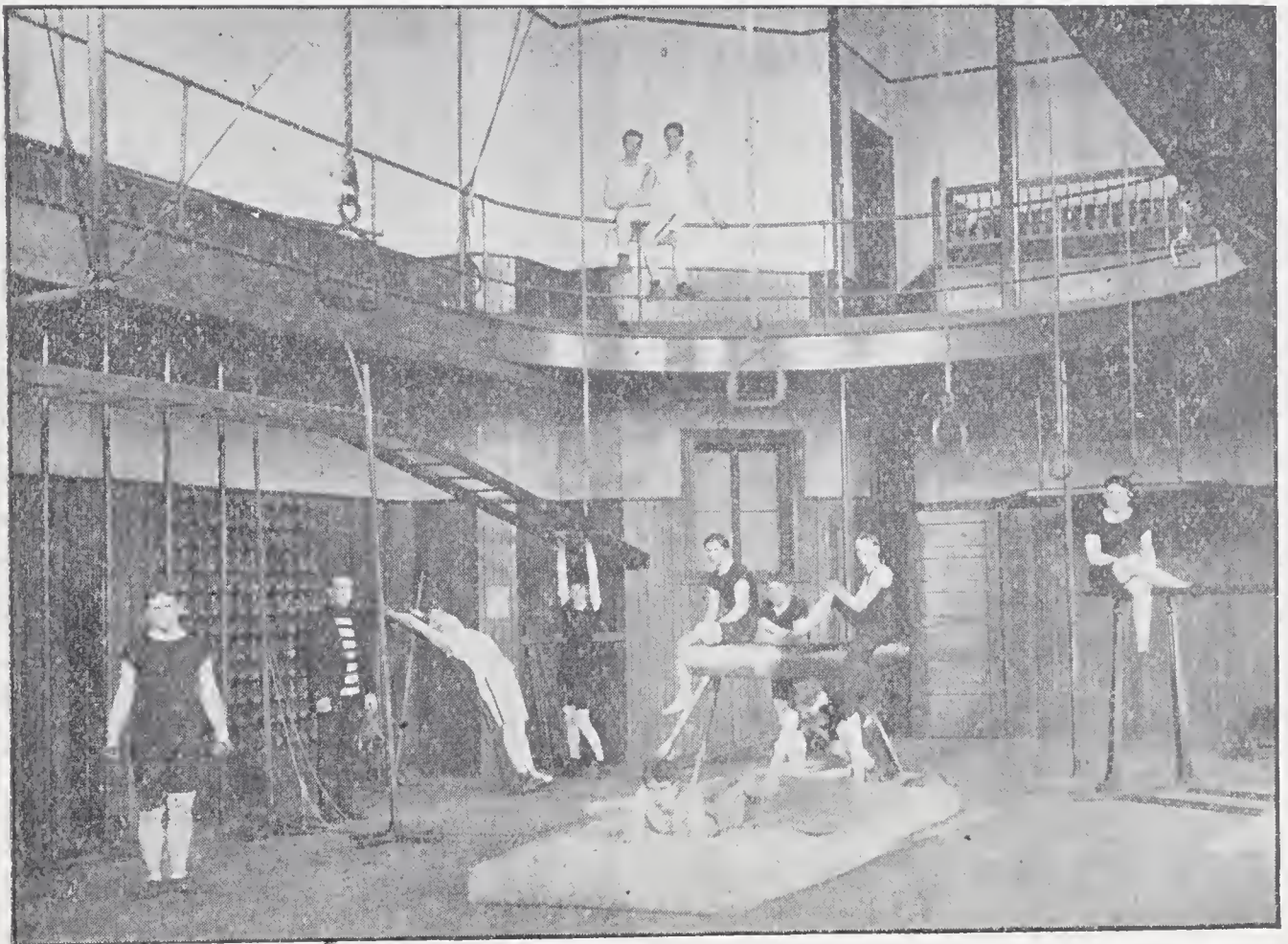
### EXPRESSION

Prof. BARBOUR

1 Physical culture as basis for pantomime. Health, vigor, tone; pantomime in accordance with the laws of æsthetics; ease, precision and harmony in action.

2 Respiration as basis for vocal expression. Promotion of health through proper use of the organs of respiration; natural and vital breathing; drills in various forms of breathing; gymnastic and breathing exercises.

3 Production of voice as basis for vital and emotive expression. Resonance and purity of tone; drills on quality, pitch, force, time, inflections, stress, melody, rhythm, etc.



GYMNASIUM

4 Articulation as basis for mental expression. Phonetic analysis and drills upon the elementary English sounds; principles of correct pronunciation.

5 Analysis as preparation for expression. Thought and feeling in the sentence and their proper expression; the technical forms that give art value.

6 Form of action in synthetic expression. The proportionate expression of the vital, mental and emotive natures of man by means of voice, articulate speech and pantomime. Five hours. Six weeks.

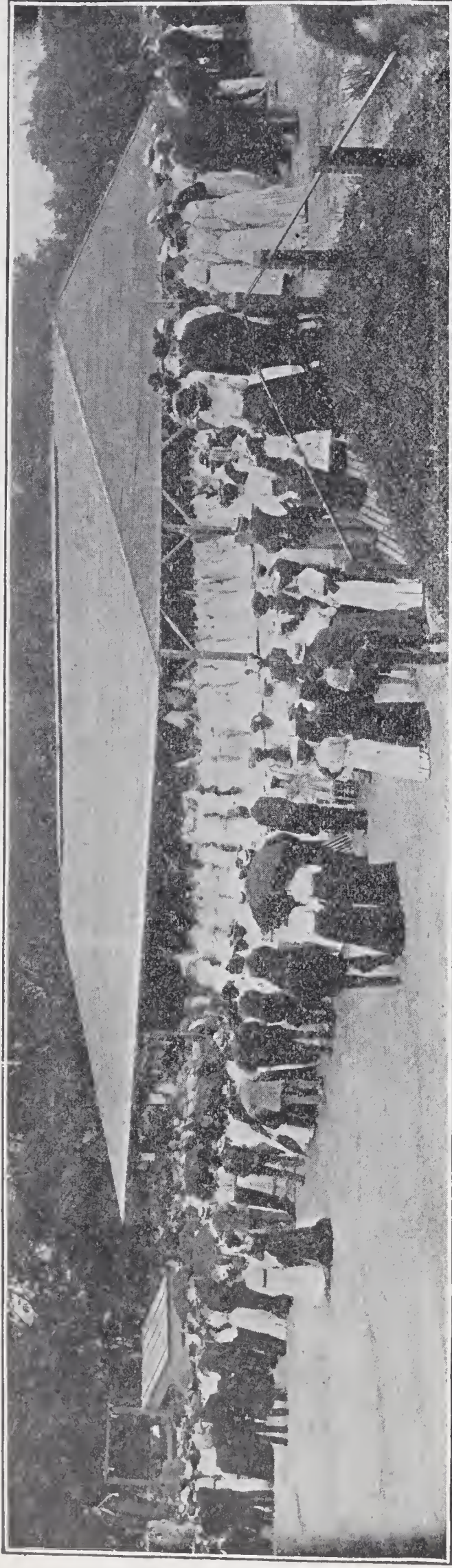
Prof. Barbour will give a number of lectures on literary interpretation.

### PHYSICAL CULTURE

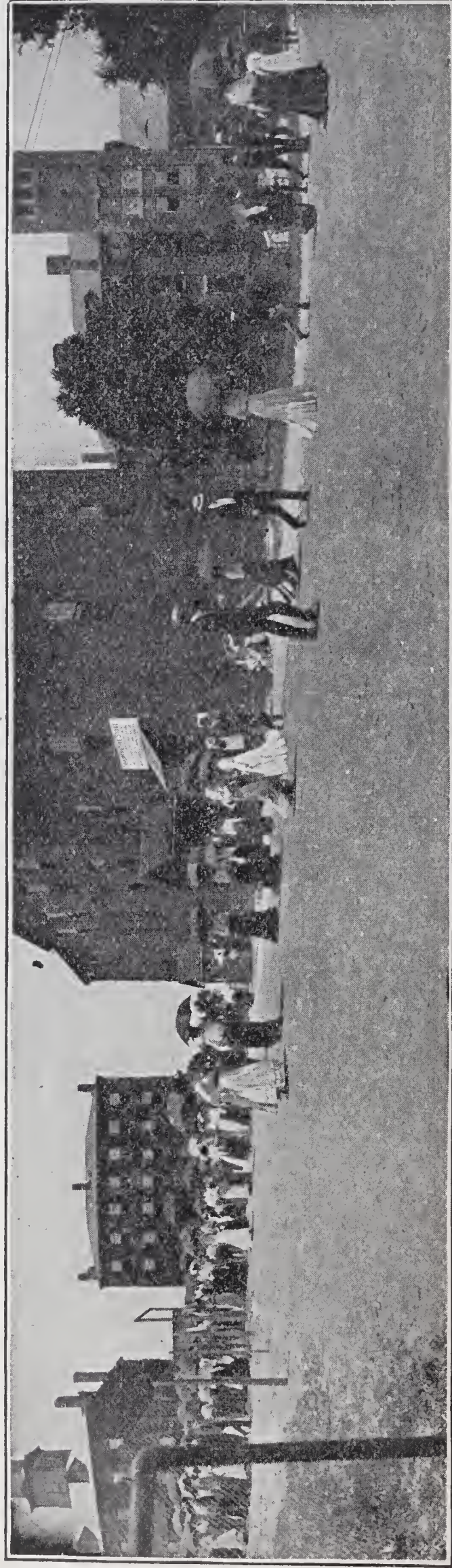
Mrs. HARWOOD, Mr. VOORHEES

I Theoretical. Lectures on general and special kinesiology; applied





MARCHING ON TO THE FOURTH OF JULY CELEBRATION, 1902



OLD COLLEGE

EAST COLLEGE

SOUTH COLLEGE

THE STUDENTS COME AND GO

SCIENCE HALL



anatomy, physiology and hygiene; methods of teaching; elements of corrective exercises; anthropometry, etc. Five hours. Six weeks.

II Practical. Free standing exercises, calisthenics, apparatus work; normal drill; application of corrective exercises; physical measurements; basket ball; games, etc. Five hours. Six weeks.

III Special classes to be arranged.

Those intending to take the Teachers' Course are advised to give special attention to the following subjects, unless they are already familiar with them: Physics, chemistry, physiology, psychology, and voice training.

Students will supply themselves with a regulation gymnastic outfit before entering the classes, as this will save much time and trouble.

## NATURE STUDY, AGRICULTURE, AND SCHOOL GARDENING

Dr. SLONAKER, Prof. SOULE, Prof. KEFFER

I Nature study. A course in nature study for primary, intermediate, and grammar school grades, on the basis of principles illustrated in Hodge's *Nature Study and Life*. Field excursions. Five hours. Six weeks. Dr. Slonaker.

II Elementary principles of agriculture. A course to show what may be done in a simple and inexpensive way to give children a knowledge of soil management and crop production; illustrated by stereopticon views, observation in the school garden, and frequent excursions to the agricultural farm and its experiment plats. The soil; principles of tillage; food supplies of the soil; demonstration of experiments on the soil and its formation; the school garden and its management. Five hours and excursion periods. Three weeks — June 28 to July 15. Prof. Soule.

III School Horticulture. Propagation from seeds, cuttings, division, buds and grafts. Exercises in pruning and thinning. The tillage and care of fruits, flowers and vegetables. School garden management, with exercises. Each student will be assigned a plat in the school garden and have daily exercises therein. Frequent excursions to the University fruit farm for study and observation. Five hours. Three weeks, following course II (elementary principles of agriculture). Prof. Keffer.

IV Plant study. A beginner's course in plant form and structure, from seeds and growing plants, with simple experiments. No previous knowledge of botany required. Work adapted to nature study exercises for rural schools and for the intermediate grades in city schools. Syllabi and exercises. Excursions. Five hours. Six weeks. Prof. Keffer.

## BIOLOGY

Dr. SLONAKER

The work in biology will be adapted to the needs of beginners and more advanced students, and will consist of lectures and individual laboratory work. Five periods. Six weeks.

## PHYSIOLOGY AND HYGIENE

Dr. MANGUM

I Experimental physiology. Especial attention to the anatomical structure of the body, and the relation of its different parts; functions of the organs described and explained in a very elementary way. This course gives a foundation for further study of the subject. Five hours. Five weeks — July 4 to August 5.

II Advanced physiology. The functions of the organs explained and treated from the teacher's standpoint; especial attention to methods of



arousing and maintaining interest. Five hours. Five weeks — July 4 to August 5.

In both courses, dissections and practical demonstrations and discussions of the principles and practice of hygiene.

## GEOGRAPHY

Mrs. FRALEY, —————.

I Home geography for elementary grades. A study of physical features of home neighborhood; soils, streams, hills, rocks, slopes, etc., with their influence on local life; food, clothing, and building materials; occupations connected with them; observation of weather conditions; the relation of home geography to later study of world geography; simple studies in world geography; use of pictures, maps, and text-books. Field work — physical and industrial features. Five hours. Six weeks. Mrs. Fraley.

II Geography for grammar grades. Seasons; winds — importance, distributions in belts; rainfall; weather maps; waves, tides, and ocean currents; climate; life; geography of the United States and Europe; physiography, climate with reference to influence on history and industrial development. Laboratory and field work. Five hours. Six weeks. Mrs. Fraley.



THE TENNESSEE RIVER AND BRIDGE

III Geography for the high school. A course for teachers of this subject in high schools; the relation of political and commercial geography to physical and structural geography. Five hours. Six weeks. ———.

IV A course for advanced students who wish to study the subject scientifically. Five hours. Six weeks. ———.

## GEOLOGY

Dr. H. E. GREGORY

I General geology. Lectures and recitations on the general principles of geology. The structural features of the earth, the forces by which its present condition has been attained; the origin and evolution of life. Illustrated by charts, specimens, and lantern views. Excursions. Text books: Le Conte's Elements of Geology, edition of 1903. Five hours. Six weeks.

II Advanced geology. Special geological topics and certain areas of the United States selected for their value as illustrations of geological processes. Open only to those who have studied geology. A good deal of outside reading required. Monday, Wednesday, Friday. Six weeks.



## PHYSICS

Dr. PERKINS, Prof. HAMMEL

I Elementary physics. Students will be taught to make simple, inexpensive apparatus to illustrate the most important experiments in air, liquids, and heat. Apparatus made will become the property of the students. A course especially valuable to teachers in schools without extensive laboratories. Five hours. Six weeks. Prof. Hammel.

II High school physics. A rapid survey of the whole study, with suggestions as to methods of teaching and the use of experiments. Some knowledge of subject required. Five hours. Six weeks. Dr. Perkins.

III Laboratory course. A series of exercises based on course II; written reports. These exercises chosen and discussed with reference to pedagogical value and adaptation to use in schools with limited equipment. Elective for those taking course II. Five hours. Six weeks. Dr. Perkins.

IV Electricity. A study of the principles of pure and applied electricity for those desiring to pursue the subject farther than the ordinary first year college course, and adapted only to those who have a thorough knowledge of the ordinary text book and of mathematics, including trigonometry. Based on Perkins' Outlines of Electricity and Magnetism. Five hours. Six weeks. Dr. Perkins.



AT WORK IN THE CHEMICAL LABORATORY

V Laboratory course. A course of more advanced laboratory experiments. Elective for those in course IV. This course will impress and make clear the principles acquired and will give familiarity with laboratory methods and skill in handling apparatus. Five hours. Six weeks. Dr. Perkins.

Courses II and III are especially for teachers of physics in high schools and will be based on Gage's Elements of Physics.

## CHEMISTRY

Dr. WAIT, Mr. HILL

I General chemistry. Lecture course. Five hours. Six weeks.

II Laboratory practice and qualitative analysis. Five periods of two hours. Six weeks.



III Quantitative analysis. Five periods of two hours. Six weeks.

The chemical laboratories of the University are quite extensive and complete, and the instruction in this subject will be largely individual. Directions will be given for fitting up laboratories for high schools and smaller colleges. *Advanced work will be arranged for those who desire it.*

## ENGLISH LANGUAGE

Mr. SEWELL, Miss McVEA

I English grammar. Elementary. A general review of the elements of English grammar. Parts of speech and inflections; analysis of sentences and sentence formation; syntax. Special attention to proper methods of instruction. Any good modern grammar may be used as a text book. Five hours. Six weeks. Mr. Sewell.

II English grammar. Advanced. Comparison of various theories of English grammar and different methods of treatment; underlying general principles; idioms; comparison with Anglo-Saxon, Modern German, and Latin; historical development. Laboratory methods illustrated by use of some English classics.

Books recommended: Baskervill and Sewell's "English Grammar," Bain's "High English Grammar," or Meiklejohn's "English Grammar," and Emerson's or Champney's "History of English"; Morris's "Outlines of English Historical Grammar"; Abbott's "Shakespearean Grammar."

Three hours. Six weeks. Mr. Sewell.

III Anglo-Saxon. A short course in Anglo-Saxon grammar, inflections, conjugations, syntax, comparison with Middle and Modern English grammar. Select readings. The purpose is to give the student an introduction to the subject and to interest him in the "family history" of the English language. Bright's Anglo-Saxon Reader. Two hours. Six weeks. Mr. Sewell.

IV Composition and theme writing. This course will show the most approved methods of teaching these subjects. Class recitation; daily themes. Five hours. Six weeks. Miss McVea.

## LITERATURE

Dr. JONES, Dr. SMITH, Dr. KENT, Dr. SNYDER, Miss McVEA

I Classic literature in translation. A course in Greek epic and dramatic poetry. Form, content, language, history, influence.

To be read in class: Homer's Iliad and Homer's Odyssey (Bryant's translation); Æschylus's Prometheus Bound; Antigone of Sophocles. Supplementary reading: Shelley's Prometheus Unbound, Byron's Prometheus, Goethe's Prometheus, Lowell's Prometheus.

Five hours. Six weeks. Miss McVea.

II American literature. New England group of writers. Hawthorne, Longfellow, Whittier, Emerson, and Lowell. Interpretative study of some of the principal works of these writers and their place in English literature. Aim of the course, literary appreciation and discrimination.

Books used: Hawthorne's House of Seven Gables; Hawthorne's Twice Told Tales; complete volumes of the poetry of Longfellow, Whittier, and Lowell; Emerson's The American Scholar.

Five hours. Six weeks. Miss McVea.

III An introduction to social ideas in English literature. Carlyle's Sartor Resartus, Ruskin's Sesame and Lilies and Crown of Wild Olive, Arnold's Culture and Anarchy.

Books required: Atheneum Press edition of Sartor Resartus (Ginn and Co.); any edition Sesame and Lilies and Crown of Wild Olive; Culture and Anarchy (The Macmillan Co.).



Recommended for collateral reading: Dowden's *The French Revolution and English Literature* (Charles Scribner's Sons); Scudder's *Social Ideals in English Letters* (Houghton, Mifflin & Co.).

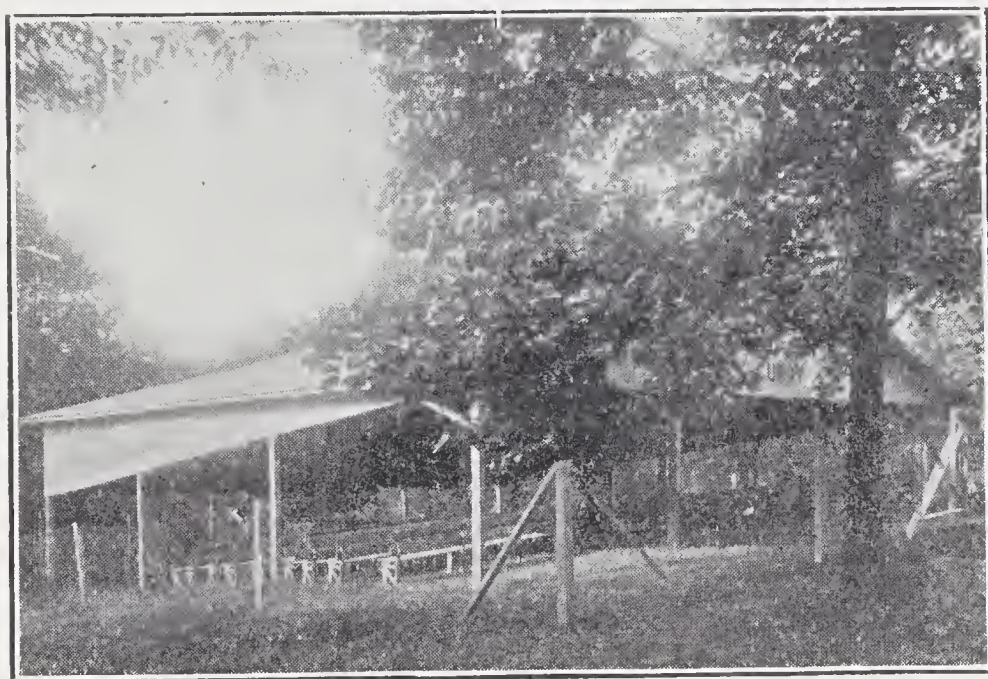
Five hours. Six weeks. Dr. Jones.

IV Tennyson's *Idylls of the King*, and Arthurian Legend. The spirit of the legend and the significance of the theme; Tennyson's use of this material and his method of composition. Other treatments of the theme discussed and compared with Tennyson's. Each member of the class will be expected to make a special study of one or more such treatments.

Books used in class: Jones's *The Growth of the Idylls of the King*, and Rolfe's edition of the *Idylls of the King*. Material for the comparative treatment by other poets will be found in the library.

For collateral reading: Malory's *Morte d'Arthur*; Maccallum's *Tennyson's Idylls and Arthurian Story*; Littleton's *Essays on Lord Tennyson's Idylls of the King* (all these by the Macmillan Company).

Five hours. Six weeks. Dr. Jones.



CURRY — A LECTURE PAVILION UNDER THE TREES

V Southern literature. The development of Southern literature in relation to Southern conditions; a detailed study of important authors; the earlier chroniclers, political writers, orators, humorists, novelists, and poets; the renaissance of Southern literature; development of Sidney Lanier's art. Illustrative readings. Five hours. Three weeks — June 28 to July 15. Dr. Snyder.

VI From Pope to Burns, or a study of the Eighteenth Century. In this course the interesting change from classicism to romanticism will be followed, by means of a chronological study of the leading authors.

Text book: Gosse's *Eighteenth Century Literature*.

Recommended for collateral reading: Beers' *History of Romanticism*. Five hours. Three weeks — June 28 to July 15. Dr. Kent.

VII Shakespeare's life and dramatic art. This course will be directed to following Shakespeare's development both as a man and an artist and to attracting attention to the dramatic structure and literary value of his leading plays.

Text books: A single volume edition of Shakespeare's plays; Kent's *Shakespeare note book*.

Five hours. Three weeks — June 28 to July 15. Dr. Kent.

VIII Lectures and studies in the poetry of Robert Browning. Glad-



stone once remarked that "In the case of those whom the public has learned to honour and admire, there is a *biography of the mind* that is a matter of deep interest." We shall attempt in this course to study the biography of the mind of Robert Browning. The lecturer believes that in spite of many lines that are neither lucid nor poetical, Browning's message means more to this generation at least than the message of any other poet that has ever expressed himself in English speech. The lectures will continue the work of last summer, but will cover new ground.

Text book: the Cambridge one-volume edition of Browning (Houghton, Mifflin & Co.).

Five hours. Three weeks — July 18 to August 5. Dr. Smith.

IX Lectures and studies in the poetry of Chaucer. There has been in recent years almost a complete revolution of opinion in regard to the literary claims of Chaucer. As a master of melody he now ranks with Milton, while in narrative genius he is still without a successor. The difficulty of reading him has been greatly exaggerated. A few lessons will give the student a command of 14th century pronunciation, and with this command the reading of Chaucer becomes a constant delight. The emphasis in this course will be put upon Chaucer's art rather than upon his grammatical forms.

Text book: Mather's edition of Chaucer's Prologue, Knight's Tale, and the Nun's Priest's Tale (numbers 135 and 136 of the Riverside Literature Series, Houghton, Mifflin & Co.).

Five hours. Three weeks — July 18 to August 5. Dr. Smith.

## LITERATURE OF THE BIBLE

Dr. HULLEY, Dr. HUME

I The Epistles of Paul. A course neither sermonic nor technical, nor abstruse, but on the level of everybody's ability. Each letter given its full setting, and its form, substance and history studied. A vivid, dramatic, realistic and impressive account of Paul's work in establishing churches. Five hours. Two weeks — June 28 to July 9. Dr. Hulley.

II Literary study of Job, the Psalms, and Isaiah. The work of the greater prophets. Five hours. Six weeks — July 18 to August 5. Dr. Hume.

## LATIN

Professors BAIN and BOCOCK

I Introduction to Latin poetry. Bain's Selections from Ovid (Macmillan). Three hours. Six weeks. Prof. Bain.

II Introduction to the Life and Letters of Pliny the Younger. Merrill's Select Letters (Macmillan). Five hours. Six weeks. Prof. Bocock.

III Practical exercise in Latin prose composition. Ramsay's Latin Prose Composition, Vol. I (Clarendon Press). Two hours. Six weeks. Prof. Bain.

IV Select chapters in Latin syntax (chiefly moods and tenses). For advanced students. Conferences conducted by Professors Bain and Bocock. Cæsar's Gallic War, the basis of discussions. Some consideration given to the parallel Greek constructions.

NOTE: The Gildersleeve-Lodge Latin Grammar used in all courses,

## GREEK LANGUAGE, LITERATURE, AND ART

Dr. SAUNDERS

I For beginners. White's "First Greek Book". Five hours. Six weeks.



II For second year students. Xenophon's *Anabasis*, Book I. Daily drill in forms and easy composition. Designed for those who took course I last summer. Mon., Wed., Fri. Six weeks.

III Homer's *Iliad*, first three books. Tu., Th. Six weeks.

IV Sophocles: *Philoctetes* and *Ajax*. Tu., Th. Six weeks.

V Greek grammar and prose composition. Required of those who take III or IV. One hour. Six weeks.

VI Greek mythology. Lectures on its place in Greek and English literature, illustrated from works of art. No knowledge of Greek is required for this course. Mon., Wed., Fri. Six weeks.

VII Greek vase painting. Lectures on shapes, technique, etc. One hour. Six weeks.

## GERMAN LANGUAGE AND LITERATURE

Professor DARNALL

I Beginners' course. Whitney's *Brief German Grammar*; Spyri's "*Moni der Geissbub*"; Benedix's "*Nein*"; oral and written exercises. Five hours. Six weeks.

II Advanced course. Joynes-Meissner *German Grammar*; Schiller's "*Der Neffe als Onkel*"; Lessing's "*Emilia Galotti*"; Hatfield's *German Lyrics*; written exercises. Mon., Wed., Fri. Six weeks.

III German literature. Lectures on the German national epic, "*Das Nibelungenlied*," and on "*Parsifal*"; their origin, and development down to the Wagnerian music-drama. English translations or summaries will be given of each. No knowledge of German required for this course. Tu. and Thu. Six weeks.

## FRENCH

Dr. FORTIER

I Grammar and reading for beginners. Fraser and Squair's *French Grammar*, Labiche and Martin's "*Voyage de Monsieur Perrichon*," Angier's "*Le Gendre de M. Poirier*." Five hours. Six weeks.

II Advanced course, conducted in French. Dictation and essays. Molière's "*Les Femmes Savantes*," Pailleron's "*Le Monde où l'on s'ennuie*." Five hours. Six weeks.

III Dr. Fortier will give a short course of lectures in English on French history and literature.

## SPANISH

I A course for beginners. Pronunciation; grammar; composition; easy reading. Five hours. Six weeks. \_\_\_\_\_.

II A course for those who know something of the language. Grammar; composition; reading. Five hours. Six weeks. \_\_\_\_\_.

## HISTORY

Dr. ALDERMAN, Dr. MACE, Prof. TURNER, Prof. HOSKINS

I The Southern states and their influence upon national life and character. A biographical study of a section made distinctive by its economic and political life. The lives of George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, John C. Calhoun, George Rogers Clark, Samuel Houston, Thomas Smith Dabney, William L. Yancey, Jefferson Davis, Robert Edward Lee, L. Q. C. Lamar and others will be studied as typical of certain phases of Southern life and civilization. Twelve lectures June 28 to July 9. Dr. Alderman.

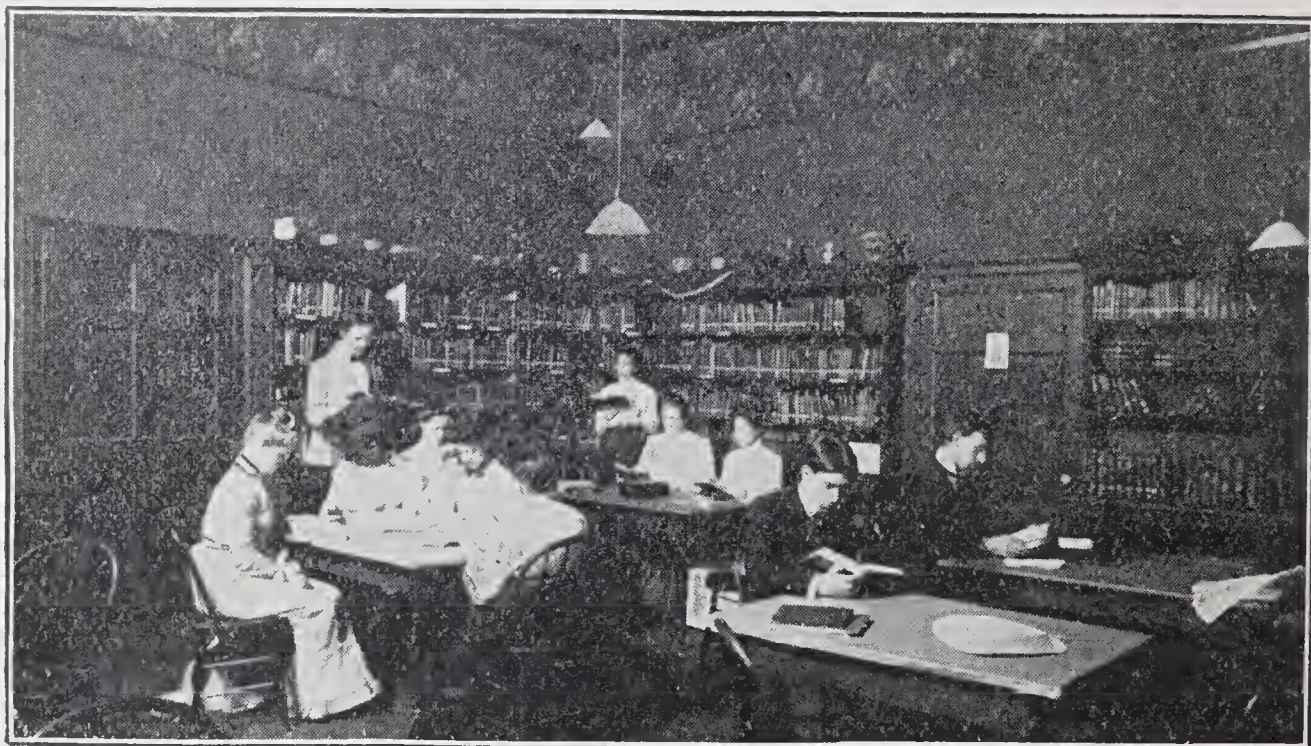


II History of the United States from 1750 to close of Washington's administration. This course will trace the forces which produced the Federal Union, and the Federal and State constitutions. Five hours. Six weeks. Professor Turner.

III American history from Washington to Lincoln. Especial attention to the political and economical causes which helped or hindered the development of the spirit of nationality from 1789 to 1860. The period considered in its two great phases: (1) Conflict between centralization and democracy, 1789-1840; (2) Sectional conflict over slavery, 1830-1860. Lectures, discussions, and a study of documents. Five hours. Five weeks—July 4 to August 5. Dr. Mace.

IV International law historically considered. This course is especially intended to aid students to form and express intelligent opinions on current international affairs. The Monroe doctrine and the position and influence of the United States in the western hemisphere will be emphasized. Five hours. Six weeks. Prof. Turner.

V The Renaissance (1250-1500). Introduction to Modern European history. The revival of learning; the new interest in critical questions; the age of discovery; the revival of the fine arts; the revival of the vernacular literature; the Christian Renaissance, special attention to the leading char-



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acters of the age: Dante, Petrarch, Savonarola, Michael Angelo, Raphael, Erasmus, and the Oxford Reformers. Five hours. Six weeks. Prof. Hoskins.

VI. England: The Tudor Period (1485-1603). The religious reformation; the rise of the Church of England; the social, political, and economic changes of the period; literary achievements. Five hours. Six weeks. Prof. Hoskins.

VII History of Tennessee. See "Rural Schools."

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Dr. ELY

Industrial development and its problems. A general survey of industrial development followed by an examination of special problems, such as



competition, monopolies and trusts, concentration of wealth, municipal ownership, the inheritance of property, etc.

This is a lecture course following the lines of the lecturer's book, "Studies in the Evolution of Industrial Society," which will be found helpful to students who take this work. Those who are not familiar with the elementary principles of political economy should read in advance a text book on the subject. Ely and Wicker's *Elementary Principles of Political Economy*, or Bullocks *Introductory Study of Economics*. Five hours. Six weeks.

### MATHEMATICS

Prof. SCHMITT, Prof. TATE, Dr. HENDERSON, Miss STOLTZFUS

I Arithmetic. A course in arithmetic for teachers of grammar and high school grades. Attention to methods of teaching as well as to subject matter. Five hours. Six weeks. Miss Stoltzfus.



HUMES HALL

II Algebra. An elementary course. Five hours. Six weeks. Prof. Schmitt.

III Algebra. An advanced course, beginning at quadratics. Five hours. Six weeks. Prof. Schmitt.

IV Geometry for beginners. This course, as well as the next following, will treat this subject with reference to methods both of teaching and learning it. Five hours. Six weeks. Prof. Tate.

V Geometry. Advanced course. This course will begin at such point as may be found necessary to meet the demands of the class. Five hours. Six weeks. Prof. Tate.



VI Trigonometry. An elementary course in plane trigonometry, including the solution of triangles. Five hours. Six weeks. Prof. Schmitt.

VII Analytical geometry. The point, straight line, circle, parabola, ellipse, hyperbola, and other loci. No previous knowledge assumed. Five hours. Six weeks. Dr. Henderson.

VIII Differential and integral calculus. Formulæ of differentiation; expansion of areas, evolution of undetermined forms; maxima and minima; areas, length, surface, and volume. Five hours. Six weeks. Dr. Henderson.

IX Determinants and modern geometry. An elementary course, open to those who have had algebra and plane geometry. Five hours. Six weeks. Dr. Henderson.

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#### ETHICS

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This course will attempt to give an outline of the most important principles of ethical doctrine in so far as they may be understood without a knowledge of metaphysics. It will include a study of the evolution in human experience of the rules of conduct and how they are applied in practical life. Lectures, text books and assigned reading. Five hours. Six weeks.

#### PSYCHOLOGY AND CHILD STUDY

Dr. DEWEY, Dr. BALDWIN, Dr. BREESE

I Analytical psychology. An elementary course outlined from the standpoint of experimental psychology. This course is based altogether upon empirical data. Its object is to lead to accurate observation and description of mental facts. Lectures, demonstration, and experiments. Five hours. Six weeks. Dr. Breese.

II Educational psychology. Ten lessons. June 28 to July 8. Dr. Dewey.

III Development and evolution, with especial reference to the mind. Lectures on evolution theory and genetic psychology.

Text books: Conn's *The Method of Evolution* (G. P. Putnam's Sons), Baldwin's *Development and Evolution* (The Macmillan Co.), Baldwin's *Mental Development in the Child and the Race* (The Macmillan Co.).

Mon., Tues., Wed., Thurs. July 11 to August 5. Dr. Baldwin.

IV Seminary in social psychology. Lectures and required essays, on



the factors — especially the psychic factors — of social organization and progress.

Text book: Baldwin's Social and Ethical Interpretations (3rd ed., Macmillan Co.).

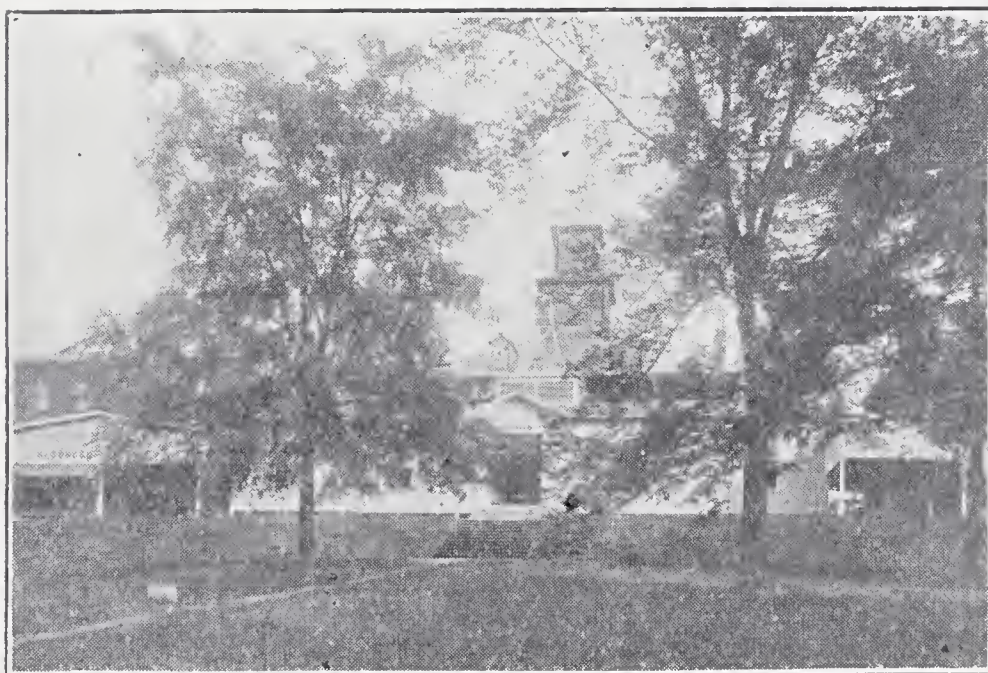
Tuesday, Thursday, 10:30 a. m. July 11 to August 5. Dr. Baldwin.

## EDUCATION

Dr. HALL, Dr. DEWEY, Dr. TOMPKINS, Dr. B. C. GREGORY, Dr. MACE, Prof. ROSE, Prof. CLAXTON

I Principles of education. A discussion of fundamental principles; the process of growth examined in the light of modern biology, psychology, and sociology. This study will establish a point of view which will be used as a working principle in the discussion of the school as a social institution, the problem of the curriculum, and the problem of method. Lectures, discussions, assigned readings. Five hours. Six weeks. Prof. Rose.

II National school systems. A comparative study of the educational systems of Germany, England, and France; each system studied in its relation to the national ideal which it is intended to realize. Of special value to those interested in school administration. Five hours. Six weeks. Prof. Rose.



OGDEN HALL.—THE EXHIBITS OF SCHOOL WORK

III Tendencies in modern thought. A summary view of the development of reflective thought from Descartes to Hegel. To students desiring credit, an opportunity will be given to do intensive work under personal direction within this field. For senior and graduate students. Lectures with assigned reading. Two hours. Six weeks. Prof. Rose.

IV Froebel's philosophy of education; self-revelation; self-activity; unity; the three-fold relation of the child; the order of development of its powers. The underlying thought of the course is that the principles of Froebel do not apply to the kindergarten alone, but are of universal application. The elementary phases of this subject will be presented in this course in an inductive, semi-lecture, semi-round-table plan. Five hours. Six weeks. Dr. Gregory.

V Froebel's philosophy applied. This course provides for a deeper and more systematic study of the subject, in which a text book will be used. Five hours. Six weeks. Dr. Gregory.



VI Practical teaching. Some fundamental principles of teaching and their practical application in elementary and secondary schools. A discussion of some essential problems of practical school work. Lectures, discussions and assigned readings. Five hours. Six weeks. Prof. Claxton.

VII Herbart's doctrine of education. Its scientific basis; Herbart's place in the history of education; modern developments and applications of Herbart's doctrine. For advanced students. Five hours. Six weeks. Prof. Claxton.

VIII Method in history. Logical and psychological phases of method and means of history work for elementary and secondary schools; differentiation between teacher's and pupil's knowledge of history and between matter and method in various grades of work. Lectures, text book, and discussion. Discussion of course in history work for public schools. Five hours. Five weeks—July 4 to August 5. Dr. Mace.

IX The unity of educational aims. The unity of educational subject-matter. Elements in the formation of character. Social factors in moral education. Four platform lectures. June 28 to July 2. Dr. Dewey.

X Problems in education. Growth and heredity; the child from birth to the kindergarten; the kindergarten; reading, the act and how to teach it; the English language; English literature; number and arithmetic; elementary nature teaching and geography; motor education generally; manual and technical training; gymnastics and play; history; modern languages; adolescence, general; religious education; the education of the heart; physics; secondary education, its organization and status; social instincts and their education; the education of teachers; the education of lower by higher races. Some of these topics may be omitted for others, at the discretion of the lecturer. Twenty lectures. July 4-15. Dr. Hall.

XI Principles of education. The central principles underlying the language arts; nature of beauty, and literary and art interpretations; the universal law of method; altruism as a law of education. Ten lectures. July 18-29. Dr. Tompkins.

XII Supervision. The province of the superintendent; the superintendent and the people; teachers—their training; the course of study; the school buildings; the school children; rural school supervision; the public school principal; a word to the supervised. These topics will be discussed in a series of forty-minutes lectures, to be followed in every instance by an open comment and query. Ten periods. July 25 to August 5. Supt. Evans.

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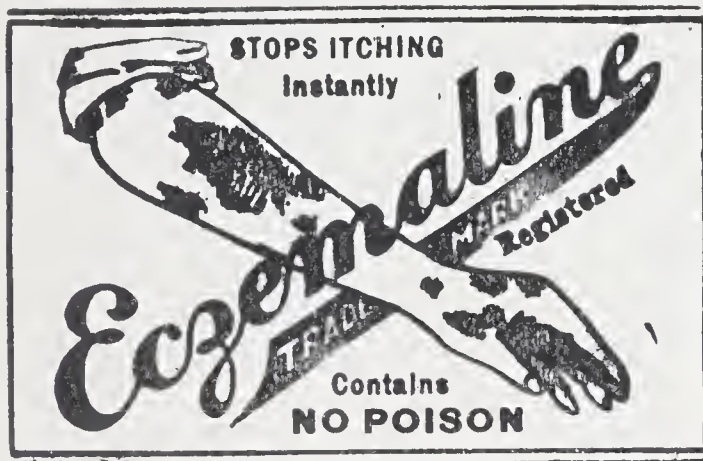
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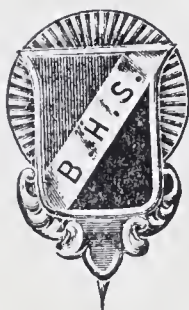
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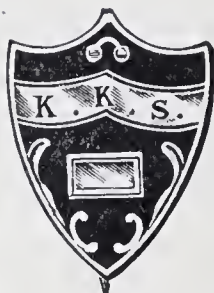
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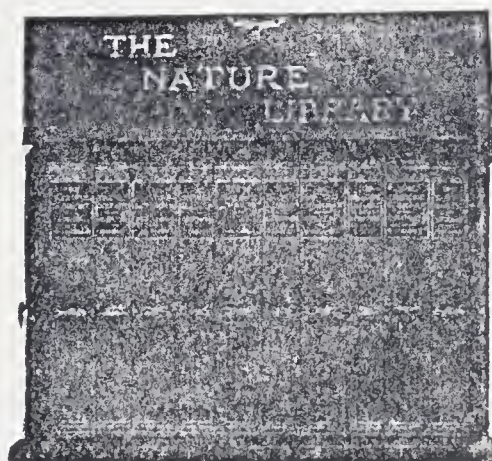
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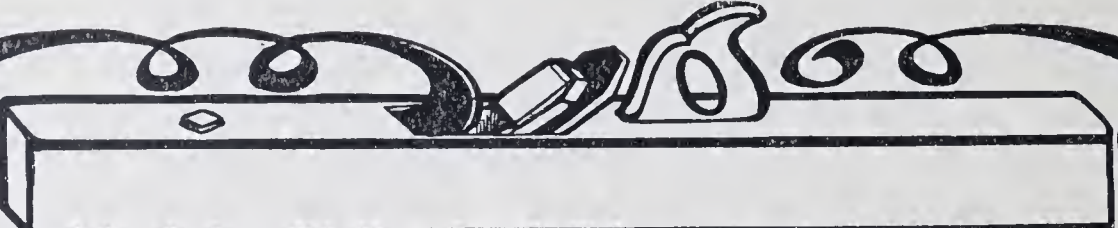
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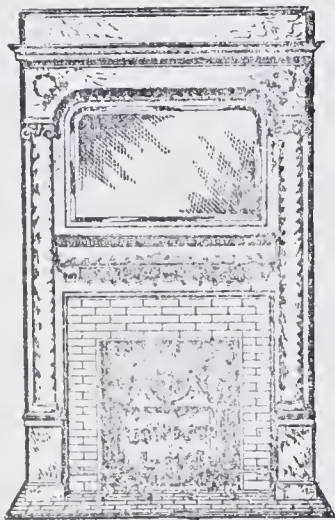
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